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IDENTIFIERS	*Texas Tech University

ABSTRACT

A project was conducted at Texas Tech University to develop a competency-based curriculum to support statewide implementation of tech prep intergenerational programs (careers in providing services to well elderly persons and to children). Project activities included the following: (1) revision and expansion of the Intergenerational Target Occupations/Career Pathways Model on the basis of field testing; (2) provision of a 6-hour inservice training workshop on the curriculum for 77 teachers and administrators representing school districts from through the state and from school districts who were implementing the Intergenerational Professions course in fall 1993; (3) revision of the competency matrix and the "Tech Prep Intergenerational Guide"; (4) expansion of the intergenerational curriculum model to include postsecondary and advanced skills levels--three separate 6-year plans were developed for tech prep associate degrees in intergenerational professions, early childhood professions, and gerontology; and (5) sharing of project results statewide. (The majority of this document is made up of the instructional guide for intergenerational professions tech prep courses. The guide includes a matrix of competencies/scope and sequence, competencies coupled with teaching strategies for the courses, classroom activities, information sheets, resource lists,. and sample lessons.) (KC)

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44170032

ED 395 188

FINAL REPORT

TECH PREP INTERGENERATIONAL CURRICULUM DEVELOPMENT PROJECT

Marilyn Wragg
Executive Director

Lynn Perrin
Consortium Project Director

Conducted in cooperation with:

Texas Higher Education Coordinating Board

Texas Department of Commerce

Texas Education Agency

and

Texas Tech University

August, 1994

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TECH PREP INTERGENERATIONAL CURRICULUM DEVELOPMENT PROJECT

FINAL REPORT

JULY 1, 1993 THROUGH JUNE 30, 1994

Marilyn Wragg
Signature of Executive Director

Lynn Perrin
Signature of Project Director

8-22-94
Date

TEXAS HIGHER EDUCATION COORDINATING BOARD
PY 94 END OF YEAR REPORT
JULY 1, 1993 - JUNE 30, 1994

EXECUTIVE SUMMARY

Texas Tech University
Institution

44170032
Project Number

PROJECT TITLE: Tech Prep Intergenerational Curriculum Development Project

PROJECT DIRECTOR: Lynn Perrin (Principal Investigator: Marilyn Wragg)

1. Purpose of Project: To develop competency-based curriculum to support statewide implementation of Tech Prep Intergenerational programs

2. Summary of Goals and Objectives Accomplished:

See the Executive Summary attached as Appendix A

SUBCONTRACTORS: None

CONSULTANTS: Shridhar Chikodi

COORDINATING AGENCIES: Texas Higher Education Coordinating Board, Texas Education Agency, Texas Department of Commerce

PRODUCTS: Tech Prep Intergenerational Professions Career Pathway Model; Intergenerational Professions Instructional Guide; Postsecondary Competency Matrix; Resources and Materials for the Intergenerational Professions Program document; Series of three Six-year Plans including an explanation of the High School Plan

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A. Executive Summary
Tech Prep Intergenerational Curriculum Development Project

Objectives	***Activities/Results***
1. To revise and expand the Intergenerational Target Occupations/Career Pathways Model on the basis of field-test/implementation results and additional industry input.	During the 1993-94 project year, additional career and occupational information was procured through additional research, worksite investigation, interviews with business and industry representatives, interviews with implementation teachers, and input from Advisory Committee members. At each Advisory Committee meeting during the project year, members were given opportunities to analyze and review the career path model and provide input regarding additions, revisions, or deletions. The addition of careers that provide services to well-elders added a new dimension to the Intergenerational Career Pathways Model. Originally, the intergenerational perspective on careers working with older adults focused on "care" of sick and frail elders rather than on "service" to well-elders. As the project progressed, it became apparent that many new and emerging careers now center on services to the well-elder segment of the older population. At the Advisory Meeting held May 11-12, 1994 in Austin, the committee members made additional revisions to the model and then approved the revised version as the *Tech Prep Intergenerational Career Pathways Model.* This model is shown as Attachment I.
2. To provide professional development and inservice training regarding the use of the *Tech Prep Intergenerational Professions Instructional Guide* and other program materials to teachers who will be implementing a Tech Prep intergenerational program.	Lynn Perrin conducted a six-hour inservice training workshop on the Intergenerational Professions curriculum in conjunction with the State Professional Development Conference for Home Economics Teachers held August 2-5, 1993 in Austin. Seventy-seven teachers and administrators representing school districts from across the state participated in the workshop. In addition, representatives from the school districts implementing the Intergenerational Professions course in fall 1993 were participants in the inservice training.

A. Executive Summary – Page 2
Tech Prep Intergenerational Curriculum Development Project

Objectives	*Activities/Results*
2. (Continued from page 1)	Perrin prepared and conducted the session, "Meeting the Demand for Intergenerational Professionals in the 21st Century," for the Tech Prep Texas State Conference held March 28-30, 1994 in Austin. Marilyn Wragg and Kelli Childre assisted Perrin with the presentation. Intergenerational Professions students from Elgin High School, one of the field test sites, participated in the session with a narrated slide presentation of their experiences as students in the Intergenerational Professions program. Approximately 90 persons attended the session.
3. In collaboration with Tech Prep intergenerational program implementation sites, to publish recommendations regarding program equipment and facilities as an aid to planning and budgeting for future intergenerational programs.	Investigative research and information gained from teachers at the field test sites led to the development of a draft document of suggestions and recommendations regarding program equipment, resources, and facilities for program planners wishing to implement the Tech Prep Intergenerational Professions course. Advisory Committee members, including teachers from the field test sites, reviewed the draft document and made recommendations concerning revisions, additions, and deletions. The finalized, edited document, "Resources and Materials for the Intergenerational Professions Program," was completed during the third quarter and is included as Appendix H in the *Intergenerational Professions Instructional Guide*. It is also included in the packet that is distributed to program planners seeking information on the Intergenerational Professions program. This document is included as Attachment II with this report.
4. To refine and revise the Intergenerational Program Competency Matrix and the *Tech Prep Intergenerational Instructional Guide* (secondary level) on the basis of program decisions and field test implementation results.	Refining and revising of the Intergenerational Professions Competency Matrix and the Tech Prep *Intergenerational Professions Instructional Guide* involved a multi-step process which included the following: • Perrin disseminated draft copies of the competency matrix and the *Intergenerational Professions Instructional Guide* to Elgin ISD, Connally ISD, and

A. Executive Summary – Page 3
Tech Prep Intergenerational Curriculum Development Project

Objectives	***Activities/Results***
4. (Continued from page 2)	Nueces Canyon ISD for field testing during the 1993-94 school year. • A nineteen member review committee conducted a formal review of the *Intergenerational Professions Instructional Guide* including the competency matrix. Reviewers' recommendations and results including recommendations from the field test sites were compiled and implemented into the revision of the curriculum. • The final production stage of the *Intergenerational Professions Instructional Guide* (including the competency matrix incorporated as a Scope and Sequence) involved comprehensive revisions, editing, and the addition of appendices and a guide for use that serve as resources and aids for user's of the Intergenerational Professions curriculum. Final revision and edit was completed in February. The guide was printed and available for the March Tech Prep conference. A copy of the book was sent to each Tech Prep consortium director, to implementation sites, to advisory committee members, to tri-agency staff advisors, and to the Higher Education Coordinating Board. • A copy of the *Intergenerational Professions Instructional Guide* is included with this report as Attachment III.
5. To expand the intergenerational curriculum model to include the postsecondary/ advanced skills level as follows: • extend the Intergenerational Program Competency Matrix to reflect competencies at the postsecondary level • analyze articulation possibilities which exist with existing postsecondary programs • suggest new programs and/or courses required to expand the intergenerational	The secondary competencies were used as a foundation for development of the postsecondary/ advanced skills competencies in order to provide for a coherent sequence of learning and to prevent duplication of content and coursework. However, research of related literature and curriculum materials, as well as networking with business and education contacts, was necessary to ensure that the postsecondary competency list adequately addressed the skills standards for the occupations within the intergenerational cluster. Following the development of a preliminary competency list, a survey instrument was prepared to use in a mail survey of child and elder care professionals and postsecondary educators. The postsecondary competency list included 106

Objectives	Activities/Results
Tech Prep program to the postsecondary/ advanced skills level	competencies divided into twelve duty areas. The survey sample included 130 participants: 68 adult and elder care professionals, 38 child care professionals, and 24 postsecondary educators. A copy of the survey instrument is included as Attachment IV. Ninety instruments were returned within the allotted time period with four not usable because they were incomplete. The response rate was 69%. Fifty-eight participants (67%) responded to the Adult and Elder Professions section of the instrument. Forty-four participants (51%) responded to the Child Care Professions section. Five competencies received a mean score below 2.5 and were presented to the Advisory Committee for review and discussion. The survey results and copies of the instrument were distributed to the Advisory Committee at the meeting held May 11-12, 1994 in Austin. The committee reviewed the competency list and survey results and made recommendations for revisions. The final draft of the postsecondary competencies for the Tech Prep Intergenerational Professions program is included as Attachment V. In order to begin to design an articulation model for the intergenerational program, it was necessary to investigate existing community college courses and programs related to the intergenerational area. In addition, interviews with community college faculty and administrators were conducted to gain insight on future planning and response to the Intergenerational Professions program. During the first quarter, correspondence was sent to all state Tech Prep consortium directors to solicit suggested secondary schools as possible implementation sites and also to solicit contact persons at postsecondary institutions with knowledge of courses and programs related to the intergenerational focus. The contact persons served as resources for fourth quarter exploration of articulation possibilities, existing courses, and new courses required to successfully complete the program at the community and technical college level. Interested postsecondary

Objectives	*Activities/Results*
5. (Continued from page 4)	institutions include Amarillo College, Angelina College, Blinn College, Central Texas College, McLennan Community College, San Antonio College, and South Plains College. It was concluded that the Intergenerational Professions Articulation Model should include three separate six-year plans. These three six-year plans are models for: the Tech Prep Associate Degree-Intergenerational Professions; the Tech Prep Associate Degree-Early Childhood Professions; and the Tech Prep Associate Degree-Gerontology. These plans are included as Attachments VI - VIII. The high school portion of the six-year plan follows the Texas State Board of Education Recommended High School Plan. It includes provisions for a coherent sequence of home economics and related courses that enrich the career preparation of Intergenerational Professions students. An explanation of the High School Plan is included as Attachment IX. The Tech Prep Intergenerational Professions student is eligible for the Advanced Skills Mastery Certificate because the nine credit hours earned in high school allow time for advanced skills coursework during the last year of postsecondary education.
6. To provide a vehicle for communications between consortia statewide who are currently implementing or planning to implement intergenerational Tech Prep programs. This vehicle would also provide a means to monitor and report on piloting of intergenerational curriculum within participating consortia.	Progress reports and results of the advisory committee meetings have been shared with consortium participants. Both oral and written reports have been presented at Tech Prep Director's meetings, at which the project has been represented either by Lynn Perrin or Marilyn Wragg. Information has been shared individually with many districts in various stages of considering, planning, or implementing intergenerational projects. A copy of the information packet which continues to be shared with persons inquiring about the Intergenerational Professions program is included as Attachment X.

Tech Prep Intergenerational Professions Career Pathway

SECONDARY EDUCATION

ASSISTANT
(High School Diploma)

- Adult Care Aide/Special Needs
- Adult Care Assistant
- Elder Care Aide
- Well-Elder Services Assistant
- Home Care Assistant (Home Maintenance Assistance)
- Child Care Assistant/Special Needs
- Child Care Assistant/Infant-Toddler Care
- Child Care Assistant/Pre-school Child Care
- Child Care Assistant/ School-age Child Care

FUNDAMENTAL SKILLS COMMON TO CHILD AND ADULT CARE AND SERVICES OCCUPATIONS

ASSOCIATE
A.A.S. or certification

- Adult Activities Coordinator
- Child Care Activities Coor.
- Preschool Teacher
- Assoc. Teacher/Infant-Toddler
- Assoc. Teacher/Preschool Child
- Assoc. Teacher/School-age Child
- Assoc. Teacher/Special Needs
- School-age Care Coordinator
- Social Services Aide
- Social Work Associate
- Certified Nanny
- Leisure Services Associate
- Teacher Aide

DIRECTOR/SPECIALIST
(Public or Private Sector)
Additional training, specialization, or experience

- Child Care Center Director/ Administrator
- Adult Day Care Director
- Elder Services Director
- Director of Home Care Agency
- Social Services Worker/ Case Manager
- Hospice Case Manager
- Volunteer Coordinator/ Specialist
- Parenting Specialist
- School-age Care Program Director

PROFESSIONAL
(Baccalaureate and post-baccalaureate degrees)

- Elder Services Administrator
- Retirement Facility Administrator
- Early Childhood Certified Teacher
- Certified Social Worker
- Gerontologist
- Certified Special Education Teacher
- Home Economics Teacher
- Adult Education Teacher
- Public Policy Administrator
- Professional Home Economist (Extension, etc.)
- Elementary Teacher
- Long-term care facility Administrator
- Qualified Mental Retardation Professional (Q.M.R.P.)
- Lifelong Learning Program Director
- Leisure Services Director
- Teen Parenting Center Coordinator
- Child Life Specialist (hospitals, military)

Attachment I

June, 1994

Appendix H

RESOURCES and MATERIALS

for the Intergenerational Professions Program

The following is a list of suggested resources and materials which may be beneficial in teaching the Intergenerational Professions course. These ***are not*** required materials for teaching the course, only suggestions.

To the Teacher

Appendix H, *Resources and Materials for the Intergenerational Professions Program,* provides a list of suggested resources and materials which may be beneficial in teaching the Intergenerational Professions course. The document is organized into four categories

- Curriculum Materials,
- Resources,
- Contacts and Facilities, and
- Equipment and Supplies.

Curriculum Materials include the curriculum guides, reference books, additional curriculum materials, and audio-visual aids which enhance course instruction. The other categories include suggested resources and materials which might be helpful in teaching the Intergenerational Professions course. However, the resources and materials listed are only suggestions and ***are not*** required for teaching the course.

CURRICULUM MATERIALS

All of the following materials listed are available from the:

Home Economics Curriculum Center
Box 41161
Texas Tech University
Lubbock, TX 79409-1161
(806)742-3029

- The HECC catalog offers a brief description of each item as well as listing additional materials which may be helpful in teaching this course.

The following materials are recommended for use with the Intergenerational Professions Course. The materials include curriculum guides for the teacher and student reference books to be used as a resource for the student and teacher.

☐ ***Intergenerational Professions Instructional Guide***

- This competency-based curriculum prepares secondary students for employment in child and adult care and services occupations and addresses emerging occupations in intergenerational caregiving environments. The *Intergenerational Professions Instructional Guide* format identifies teaching strategies which integrate academic skills in the areas of mathematics, science, language arts, and social studies and provides students with opportunities to master the SCANS competencies and foundation skills.

☐ **Accompanying Materials for the *Intergenerational Professions Instructional Guide***

- *Child Care and Guidance, Management, and Services Curriculum Guide*
- *Child Care and Guidance, Management, and Services Reference Book*
- *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules*
- *Services for the Elderly Curriculum Guide*
- *Services for the Elderly Reference Book*

The following list includes additional curriculum materials and audio-visual aids that have been specifically addressed in the *Intergenerational Professions Instructional Guide, Child Care and Guidance, Management, and Services Curriculum Guide*, and *Services for the Elderly Curriculum Guide.* Although these enhance the recommended materials, they are supplementary and ***are not*** required for teaching the course.

☐ **Additional Curriculum Materials**

- *Essentials for Success: Based on the Common Essential Elements*
- *Skills For Life Teacher's Resource Materials*
- *Child Care and Guidance, Management, and Services Activity Book*
- *Services for the Elderly Activity Book*
- *STAR EVENT Guidebook*
- Y.E.S. (Youth Exchanging with Seniors) Materials

☐ **Videotapes**

■ **Child Development**

- *Infancy: The Beginning*
- *Enter Toddling*
- *Terrific Twos*
- *Threes on the Threshold*
- *Fun to be Four*
- *Now I'm Five*

- *The Child Care Worker: A Recipe for Success*
- *Children At Work*
- *Creating Environments for Learning & Play*
- *Goal Setting for Early Childhood: A Partnership in Action*
- *How Do I Tell You I Like You*
- *Let's Talk: A Caregiver's Guide to Communication*
- *Safe and Sound*
- *Schedules & Routines: Why Bother?*
- *The School-Age Connection*
- *Special People, Special Needs*
- *Watch Me Grow*
- *Working With Families and Children: Career Opportunities*

■ **Career Skills**

- *Are You Listening?*
- *Careers: The Right Fit*
- *Practice Interviewing II*

RESOURCES

The following pages include a list of resources which may be beneficial in teaching the Intergenerational Professions course. This list should not be considered an inclusive list, and these resources ***are not*** required for teaching the course, only suggested. This list is current as of January, 1994; however, titles can change and additional materials may be available. It is suggested that the agency or organization be contacted to obtain a current catalog or listing of resources.

ADMINISTRATION ON AGING
Department of Health and Human Services
330 Independence Avenue, S.W.
Washington, D.C. 20201

AMERICAN ASSOCIATION OF RETIRED PERSONS (AARP)
601 E. Street, N.W.
Washington, D.C. 20049

AARP FULFILLMENT CENTER
601 E Street N.W.
Washington, D.C. 20049
(202) 434-2277
- Pamphlets available, first ten are free.

AARP PROGRAM SCHEDULING OFFICE
AARP Program Resources Department/BK
1909 K Street N.W.
Washington, D.C. 20049
- Request for videotapes must be made 60 days prior to presentation date. The audiovisual library must have a signed statement of responsibility on file before processing orders.

AMERICAN CANCER SOCIETY
- Contact a local chapter of the American Cancer Society for information on receiving the free videotape, *Wellness is Ageless*, from the Texas Association of the American Cancer Society. Also, ask about other resources which may be beneficial to this particular subject.

AMERICAN HEART ASSOCIATION, TEXAS AFFILIATE, INC.
P.O. Box 15186
Austin, TX 78761
(512) 836-7220

AMERICAN LUNG ASSOCIATION
1740 Broadway
New York, NY 10019

AMERICAN RED CROSS

- Contact the local or regional American Red Cross office for books, posters, and pamphlets.

AMERICAN SOCIETY ON AGING

833 Market Street, Suite 516
San Francisco, CA 94103
(415) 543-2617

ASSOCIATION OF CHILDHOOD EDUCATION INTERNATIONAL

11141 Georgia Avenue
Wheaton, MD 20902

CAREER BOOKS

- The following books will provide information for career exploration. To locate these books, contact your school librarian or local book store.
  - ☐ ***Career Information Center* (13 volumes)**
  - ☐ ***The Dictionary of Occupational Titles***
  - ☐ ***Encyclopedia of Careers and Vocational Guidance***
  - ☐ ***Occupational Outlook Handbook***
  - ☐ ***Opportunities in Gerontology Careers***

CHILDREN'S DEFENSE FUND

122 C Street, N.W.
Washington, D.C. 20001

CHILD WELFARE LEAGUE OF AMERICA, INC.

440 First Street, N.W.
Suite 310
Washington, D.C. 20001-2085
(202) 942-0308

CENTER FOR UNDERSTANDING AGING

P.O. Box 246
Southington, CT 06489

THE COUNCIL FOR EARLY CHILDHOOD PROFESSIONAL RECOGNITION

Child Development Associate National Credentialing Program
1341 G Street, N.W.
Suite 400
Washington, D.C. 20005-3105
(800) 424-4310 Fax: (202) 265-9161

- Organization that disseminates publications on child development associate credentialing.

FOOD AND DRUG ADMINISTRATION
Denver Federal Center, Bldg. 20
P.O. Box 25087
Denver, CO 80225-0087
(303) 236-3000

THE GERONTOLOGICAL SOCIETY OF AMERICA (GSA)
1275 K Street, N.W.
Suite 350
Washington, D.C. 20005-4006
(202) 842-1275

GENERATIONS TOGETHER
University Center for Social and Urban Research
University of Pittsburgh
121 University Place, Suite 300
Pittsburgh, PA 15260-5907
(412) 648-4810 Fax: (412) 648-7150

GENERATIONS UNITED
c/o Child Welfare League of America
440 First Street, N.W.
Suite 310
Washington, D.C. 20001-2085
* A coalition of over 100 national organizations on intergenerational issues and programs.

HEAD START
Department of Health and Human Services
Administration for Children and Families
Head Start Bureau
330 C Street, S.W.
Washington, D.C. 20201

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)
1509 16th Street, N.W.
Washington, D.C. 20036-1426
(800) 424-2460 or (202) 232-8777
Fax: (202) 328-1846
* Offers books, pamphlets, and videos covering topics such as:
    - accreditation
    - curriculum for pre-school, kindergarten, and primary
    - developmentally appropriate practices in preschool and primary
    - discipline
    - early childhood professions
    - parenting
    - infants and toddlers
    - multicultural education
    - physical environments

- play
- programs and schools
- quality, compensation, and affordability
- teachers and caregivers

NATIONAL BLACK CHILD DEVELOPMENT INSTITUTE
1023 15th Street, N.W.
Suite 600
Washington, D.C. 20005

THE NATIONAL COUNCIL ON THE AGING (NCOA)
National Institute on Adult Daycare (NIAD — a part of NCOA)
600 Maryland Avenue, S.W.
West Wing 100
Washington, D.C. 20024
(203) 479-1200

NATIONAL INSTITUTE ON AGING INFORMATION CENTER
P.O. Box 8057
Gaithersburg, MD 20898-8057

NATIONAL RESOURCE CENTER ON MINORITY AGING POPULATIONS
San Diego State University Center on Aging
College of Health and Human Services
San Diego, CA 92182-0273
(619) 594-6765

NATIONAL SAFETY COUNCIL
P.O. Box 558
Itasca, IL 60143-0558
(708) 285-1121
* Pamphlets are available that address safety concerning children and elders.

PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS
701 Pennsylvania Avenue, N.W.
Suite 250
Washington, D.C. 20004
(202) 272-3421

RETIRED SENIOR VOLUNTEER PROGRAM (RSVP)
ACTION
806 Connecticut Avenue, N.W.
Washington, D.C. 20525
(800) 424-2284

TEXAS AGRICULTURAL EXTENSION SERVICE

- Contact local Texas Agricultural Extension Service for pamphlets and videotapes.

TEXAS DEPARTMENT OF HEALTH AUDIOVISUAL LIBRARY

1100 West 49th Street
Austin, TX 78756
(512) 458-7260

- Allow 10 days notice in writing for videotapes.

TEXAS DEPARTMENT OF HEALTH AND MENTAL RETARDATION

c/o Community Relations — TXMHMR
P.O. Box 12668
Austin, TX 78711
(512) 465-4540

- Single copies of pamphlets are free; small fee for additional copies.

TEXAS DEPARTMENT OF HUMAN SERVICES

- Contact the local or regional office of the Department of Human Services for booklets, general information, and minimum standards for care facilities.

TEXAS DEPARTMENT ON AGING

P.O. Box 12786
Austin, TX 78711
(512) 444-2727 or (800) 252-9240

CONTACTS and FACILITIES

The following is a list of agencies and facilities which might be utilized for training sites, resources, learning activities, and observations for an intergenerational program.

- ☐ **Child Care Centers ***
- ☐ **Adult Care Centers ***
- ☐ **Adult Facilities (forexample, Senior Citizens Centers) ***
- ☐ **Intergenerational Care Centers ***
- ☐ **Community agencies and resources that provide services for children, the elderly, or both**
- ☐ **A network of community resource professionals relating to adult or child care areas**

* It is important to investigate each agency and facility before incorporating it into the intergenerational program. Factors to consider include the following:

- ✓ provides developmentally-appropriate activities
- ✓ provides a pleasant atmosphere for people and staff
- ✓ has a trained staff
- ✓ is licensed
- ✓ follows health and safety regulations
- ✓ has a convenient location

EQUIPMENT and SUPPLIES

The following is a list of equipment and supplies a teacher might select as classroom teaching aids to enhance learning activities.

☐ **Equipment**

- walker with wheels
- walker without wheels
- crutches
- temperature thermometer
- digital ear thermometer
- variety of walking canes
- wheelchair

☐ **Recreation**

- children's music books
- children's game books
- music books for the elderly
- game books for the elderly
- social and recreational activity books for the elderly

☐ **Samples**

- a variety of record forms from child and adult care centers
- sample schedules from several adult and child care businesses or centers
- policies from several child care and adult care businesses or centers
- a variety of job applications

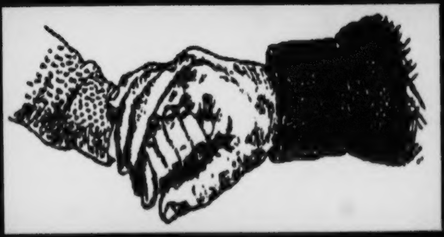
☐ **Miscellaneous**

- wooden blocks
- puzzles
- food models
- catalogs containing pictures, descriptions, and current prices of equipment for child care or elder facilities
- an assortment of catalogs featuring equipment for various needs and ages
- books for planning nutritious meals and snacks for children and the elderly
- video cassette recorder
- adaptive eating equipment
- appropriate exercise videos for children and elders
- articles from newspapers and magazines that relate to accidents or emergencies involving children or elders
- newspaper articles about recent accidents in homes or in the community

Attachment III

INTERGENERATIONAL PROFESSIONS

Instructional Guide



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Intergenerational Professions Instructional Guide

Developed and Disseminated by:

HOME ECONOMICS CURRICULUM CENTER
Box 41161
Texas Tech University
Lubbock, Texas 79409-1161

Directed by:
Texas Tech University
College of Human Sciences
Lubbock, Texas

In Cooperation with the
Tri-Agency Partnership:

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Compliance Statement

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 22375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except when age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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RECOMMENDATIONS FOR USING THE INTERGENERATIONAL PROFESSIONS INSTRUCTIONAL GUIDE

The *Intergenerational Professions Instructional Guide* is the curriculum guide for the two-year secondary course of study entitled Intergenerational Professions I and II. The *Intergenerational Professions Instructional Guide* addresses nine duty areas and 106 competencies that have been identified as needed by persons seeking employment in occupations that provide care and services for children, elders, and dependent adults. As is true with any new instructional material, it is important to read and understand the guidelines for using the material most effectively. The following list includes some guidelines for using the *Intergenerational Professions Instructional Guide.*

1. The guide is organized into nine duty areas that are intended to be used according to the teacher's plan for the course. The competencies and corresponding teaching strategies should be taught in the order that parallels the course plan designed by the teacher.

2. Accompanying curriculum materials that enhance the Intergenerational Professions course include:
    - *Child Care and Guidance, Management, and Services Curriculum Guide*
    - *Child Care and Guidance, Management, and Services Reference Book*
    - *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules*
    - *Services for the Elderly Curriculum Guide*
    - *Services for the Elderly Reference Book*

3. No one reference book or curriculum guide can provide all the information needed for a career in a particular field. Therefore, students should be encouraged to study various topics more intensively, to use additional references, and to apply the information in either laboratory or training site experiences. Hands-on experience is essential to students.

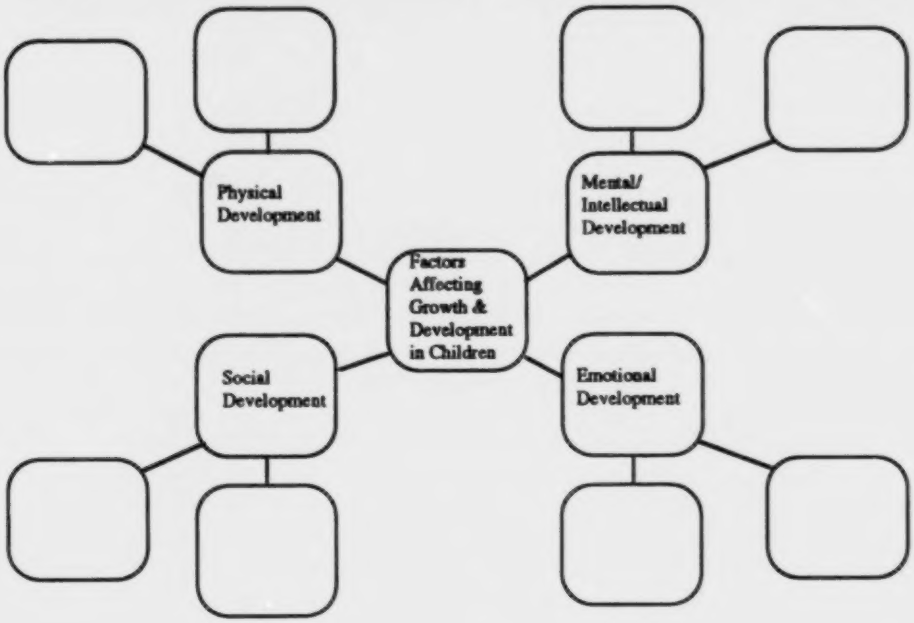
4. The Scope and Sequence gives a suggested plan for teaching the competencies over a two-year course of study. Therefore, it is intended that some of the learning experiences are best saved for the second year.

5. Teachers should select from the teaching strategies those that are most appropriate for their students and classroom environment as many more teaching strategies are suggested than instructional time will allow.

6. The terms caregiver and care provider are used interchangeably in many publications. However, the terms have different meanings in the *Intergenerational Professions Instructional Guide*. ***Caregiver*** refers to the person who is in direct contact with the children, elders, and dependent adults and whose primary responsibility is to provide care and services for them. ***Care provider*** refers to the business or institution that provides for care and services to children, elders, and dependent adults. For example, a child care center is the care provider; the child care workers are the caregivers.

7. Some of the teaching strategies suggest conducting a classroom debate. In conducting classroom debates, it is important for students to understand the difference between a debate and an argument. *Guidelines for a Classroom Debate* are found in Appendix B to assist the teacher and the students in conducting classroom debates.

8. ***Semantic mapping*** is an instructional strategy used to help students visually organize, illustrate, and categorize information that is related to a main idea, concept, or question. Semantic mapping motivates brainstorming, stimulates further student research, and aids retention by linking new knowledge to past knowledge. An example is shown below.


Physical Development
Mental/ Intellectual Development
Factors Affecting Growth & Development in Children
Social Development
Emotional Development

9. Teaching Aid 39, *Group Worksheet*, is used in learning experiences and activities throughout the instructional guide. For convenience, the teacher may wish to make multiple copies of this teaching aid.

10. It is important for teachers to inform career and guidance counselors about the Intergenerational Professions course and to provide them with the necessary information to educate students on career opportunities and links to postsecondary education.

11. It is extremely important for students to understand the necessity for respecting confidentiality and privacy of children, elders, and dependent adults enrolled at the intergenerational program training sites.

12. A comprehensive list of information on resources and materials is found in Appendix H, *Resources and Materials for the Intergenerational Professions Program.*

PREFACE

The Tech Prep Intergenerational Curriculum Development Project grant was awarded to the Home Economics Curriculum Center at Texas Tech University for the purpose of developing an intergenerational tech prep curriculum that uses competency-based instruction to prepare students for employment in occupations that provide care and services for children, elders, and dependent adults.

The Intergenerational Professions program encompasses a broad-based study of human service and caregiver skills that prepare students for existing and emerging human service and caregiving occupations across the lifespan. Students who participate in the Intergenerational Professions program not only receive training in skills common to the occupational cluster, but also receive specialized training in skills needed for professions such as child care, elder and dependent adult care, well-elder services, education (including preschool, elementary, and special needs), and management and administration in public and private business related to child and elder caregiving and services. Students enrolled in the Intergenerational Professions course of study have opportunities for laboratory experiences in the community and/or in on-campus child and elder care settings.

In addition to the many options in care and services for children and their families, the Intergenerational Professions program expands the career opportunities to include care and services for elders and dependent adults. Included in the career path for Intergenerational Professions students are job opportunities with:

- Child care centers
- Adult day care centers
- Corporate care facilities
- Intergenerational facilities that provide care, services, and interactive opportunities for children and elders
- 55+ programs at hospitals and banks
- Life enrichment programs such as retirement centers
- Lifelong learning programs such as elder hostels and Senior Academies operated through colleges and universities
- Recreation and leisure industry including senior tours and senior centers
- Social services agencies

The Intergenerational Professions program at the secondary level includes a two-year course of study identified as Intergenerational Professions I and II. The curriculum guide for the course is entitled *Intergenerational Professions Instructional Guide* and covers 106 competencies that were validated by business and industry professionals and educators in the spring of 1993. The *Intergenerational Professions Instructional Guide* format includes identification of teaching strategies which integrate academic skills in the areas of mathematics, science, language arts, and social studies. The guide also provides students with opportunities to master the SCANS competencies and foundation skills.

The Intergenerational Professions program provides students with education and training for a wide array of careers that involve care and services for children and adults. The increasing demand for professionals with expertise in these areas, as well as the emergence of many new occupations, makes the intergenerational career focus an exciting arena of opportunities for many students.

INTERGENERATIONAL PROFESSIONS
SCOPE AND SEQUENCE

GOALS

The Tech Prep Intergenerational Professions Curriculum will enable students to:

- Master competencies needed for successful employment in careers in child and adult caregiving professions.
- Apply interpersonal, problem-solving, and decision-making skills in the workplace and personal daily life.
- Develop leadership and teamwork skills.
- Analyze job and career opportunities in relation to personal qualities, goals, needs, and wants.
- Recognize the importance of continuing education and lifelong learning.

✱ Indicates the year in which the subject matter is to be introduced and emphasized. If the ✱ is indicated for both years, then the subject matter should be emphasized both years.

✓ Indicates that the subject matter should be reviewed or instruction continued. If a ✓ is indicated for the first year, then some introductory instruction should occur in the Intergenerational Professions I course.

I. Ethics and Professionalism in Caregiving Professions	Intergenerational Professions I	Intergenerational Professions II
a. Identify characteristics of the effective intergenerational caregiving professional.	✱	
b. Demonstrate appropriate workplace ethics, including confidentiality.	✱	✓
c. Develop qualities and skills needed for employability and job success.	✱	
d. Maintain acceptable employee behaviors.	✱	✓
e. Identify career opportunities in intergenerational caregiving occupations.	✱	
f. Describe professional credentials. Example: Child Development Associate (CDA)	✱	
g. Explain career advancement procedures.		✱
h. Explain the rights and responsibilities of employers and employees.	✱	✓
i. Identify quality resources for the caregiving profession.		✱
j. Explain current issues and legislation relating to child care, elder care, and adult dependent care.		✱
k. Identify organizations concerned with quality care for children and quality adult care services.		✱
II. Policies and Standards for Child and Adult Services		
a. Identify types of settings related to child and adult services.	✱	
b. Explain program goals, policies, and procedures.	✱	
c. Describe licensing standards for the facility.		✱
d. Identify major tasks to be listed on the facility maintenance calendar.		✱
e. Identify occupational health and safety practices.	✱	
f. Demonstrate occupational health and safety practices.	✱	✓

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III. Management	Intergenerational Professions I	Intergenerational Professions II
a. Identify the roles and functions of business management.	✱	
b. Communicate effectively on the job. (Orally and in writing)	✱	
c. Display an attitude of concern for time and energy efficiency, productivity, and quality of work.	✱	✓
d. Apply required methods and sequences when performing tasks.	✓	✱
e. Follow housekeeping and maintenance procedures in the care setting.	✱	✓
f. Assist with management procedures in the care setting.		✱
g. Follow procedures for records maintenance in the care facility.	✓	✱
h. Follow procedures for managing supplies and equipment.	✓	✱
i. Plan daily schedule for the care facility.		✱
j. Implement daily schedule for the care facility.	✓	✱
k. Report needs of individuals to the appropriate administrator or supervisor.	✱	✓
IV. Growth and Development Across the Life Span		
a. Describe appropriate life span development stages.	✱	✓
b. Explain principles of growth and development.	✱	
c. Describe factors affecting the growth and development of children.	✱	
d. Recognize developmental needs and differences in children of various ages.		✱
e. Describe the emotional, physical, psychological, cultural, and social needs of dependent adults.	✱	✓
f. Identify special needs conditions.	✱	✓
g. Describe common medical conditions.	✱	
h. Describe procedures for meeting the special needs of each individual.		✱

	Intergenerational Professions I	Intergenerational Professions II
i. Identify strengths of individuals in the care setting.		✱
j. Explain the role of the caregiver in dealing with death and dying.		✱
k. Explain the grief process.		✱
V. Health, Nutrition, and Safety		
a. Apply principles for maintaining a safe and healthy environment.	✱	
b. Perform screening and other health assessment techniques.		✱
c. Maintain accurate and accessible client health records.	✱	
d. Recognize symptoms of common illnesses and communicable diseases.	✱	
e. Follow communicable disease guidelines.	✱	✓
f. Maintain personal health.	✱	✓
g. Follow procedures for handling sick individuals.	✱	
h. Direct appropriate rest procedures.		✱
i. Maintain a sanitary environment.	✱	
j. Apply first-aid procedures.	✱	✓
k. Maintain CPR certification.	✱	✓
l. Demonstrate emergency and evacuation procedures.	✱	
m. Identify abuse and neglect indicators.	✱	
n. Report signs of abuse and neglect to appropriate administrators.	✱	✓
o. Identify basic nutrition principles.	✱	
p. Describe nutritional needs throughout the life cycle.	✱	
q. Provide assistance in preparing nutritional meals and snacks.	✱	

	Intergenerational Professions I	Intergenerational Professions II
r. Follow appropriate procedures in reporting accidents.	*	✓
s. Explain the role of the caregiver in caring for the terminally ill.		*
t. Perform routine daily health check.		*
u. Practice personal sanitation procedures.	*	✓
v. Promote wellness through planning, initiating, and directing exercise and fitness activities.		*
w. Identify lifestyle activities that enhance and promote health and well-being.	*	
x. Promote lifestyle activities that enhance and promote health and well-being.		*
VI. Assessment and Guidance		
a. Demonstrate observational skills.	*	
b. Record health-related information.		*
c. Record developmental milestones.		*
d. Observe procedures for recording intake/output. (Liquids and solids)	*	
e. Identify developmentally-appropriate behavioral expectations.	*	
f. Identify developmentally-appropriate activities.	*	
g. Recognize developmentally-appropriate equipment.	*	
h. Demonstrate techniques to assist individuals in developing acceptable behavior patterns.		*
i. Identify guidance strategies for promoting positive behavior.	*	
j. Describe positive guidance strategies for dealing with problem behavior.		*
k. Implement positive guidance strategies.		*
l. Follow guidelines for assisting individuals with routine activities.		*
m. Practice effective communication skills with individuals. (Oral and written)	*	*

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VII. Program Planning and Implementation	Intergenerational Professions I	Intergenerational Professions II
a. Conduct program orientation for individuals and their families and/or guardians.		*
b. Apply program management and planning techniques.		*
c. Select developmentally-appropriate activities.		*
d. Implement developmentally-appropriate activities.	✓	*
e. Provide individual and group activity assistance.	*	✓
f. Provide social and recreational activity assistance.	*	✓
g. Identify appropriate teaching methods and skills.	*	
h. Demonstrate appropriate teaching methods and skills.		*
i. Apply appropriate techniques for working with individuals with special needs.		*
j. Use developmentally-appropriate equipment.		*
k. Identify activities that promote intergenerational interactions.	*	
l. Plan activities that promote intergenerational interactions.		*
VIII. Personal Care		
a. Describe the benefits of maintaining good personal hygiene.	*	
b. Assist individuals with special needs with personal hygiene maintenance.		*
c. Describe the rules of body mechanics to be used when working with the elderly or others with special needs.	*	
d. Demonstrate appropriate transfer techniques with individuals with special needs.	*	✓
e. Describe toilet training strategies.	✓	*
f. Provide assistance with activities of daily living. (ADL)		*

	Intergenerational Professions I	Intergenerational Professions II
g. Provide assistance with instrumental activities of daily living. (IADL)		*
h. Describe methods to assist individuals with toileting and diapering.	*	
i. Describe methods to assist individuals with bathing.	*	
j. Describe methods to assist individuals with dressing.	*	
k. Assist individuals with eating.	*	
l. Describe methods to assist individuals with oral and dental care.	*	
m. Document information on daily routines.	*	
IX: Family and Community Support Systems		
a. Describe the role of the caregiver as a member of the family assistance team.	*	
b. List guidelines for communicating effectively with parents, family members, and/or guardians.	*	
c. Demonstrate communication skills that foster effective caregiver/family relationships.		*
d. Explain the relationship between the Department of Human Services and dependent care facilities.	*	
e. Identify agencies and organizations which provide assistance to children, elders, dependent adults, and their families.		*

COMPETENCIES

I. Ethics and Professionalism in Caregiving Professions

I a. ***Identify characteristics of the effective intergenerational caregiving professional.***

Resources: Chapters 1, 2, 23
Child Care and Guidance, Management, and Services Reference Book

Chapters 1,3,4
Services for the Elderly Reference Book

SCANS: Interpersonal
A. Participates as Member of a Team

Science

SCANS: Thinking Skills
F. Reasoning/Critical Thinking

Language Arts

TEACHING STRATEGIES

I a: 1 Divide the class into groups of three or four. Have each group brainstorm and list characteristics they feel are needed by persons in caregiving professions. Students should have a minimum of ten characteristics on their list and should provide examples of how each characteristic is applicable to the workplace and caregiving professions. Characteristics might include dependability, honesty, and patience. Provide a sheet of butcher paper and markers for each group and have students prepare a chart of their characteristics to share with the class. All groups should share their examples and explanations as part of the presentation. After all of the groups have presented, have the class consolidate the information into a poster to be kept on display in the classroom. Use Teaching Aid 1, *Some Characteristics of the Intergenerational Caregiving Professional*, to assist with the discussion. The *Occupational Outlook Handbook*, available in the school library, can provide additional resource information. It would be appropriate for some of the students to list characteristics that are specific to child care, adult and elder care, or health care professions.

I a: 2 Using the list of characteristics prepared in Ia:1, have each student make a separate list of characteristics for child care professionals, adult and elder care professionals, and health care professionals. Lead the class in comparing and contrasting the three lists. Remind students that classification is a scientific tool used to organize data for better understanding and analysis. KEY QUESTIONS: What similarities exist among the three areas of caregiving professions? What are the differences? What explanations can you give for the differences? How does an evaluation of these characteristics assist persons in making career decisions? In relation to what you have learned, what advice would you give to someone interested in the caregiving professions? What does the list imply for your own career plans?

I a: 3 Show a video clip from the movie, *Mary Poppins*, to introduce students to their investigation of characteristics of effective caregivers. The video clip should begin with the scene at the beginning of the movie after the nanny has quit and Mr. Banks is just arriving home from work. In the scene that follows, Mr. Banks describes an "ideal nanny" to Mrs. Banks. In the meantime, Michael and Jane have been upstairs making a list of characteristics that they would like

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COMPETENCIES	TEACHING STRATEGIES	
		in a nanny. The children bring their list to share with their parents. The video clip should conclude when Mr. Banks tears up the children's list and throws it into the fireplace. Following the video clip, have each student make a list of characteristics of an effective caregiver that includes characteristics that parents and/or family members desire and characteristics that a child or dependent adult would desire. Have students share their lists with the class. KEY QUESTIONS: What are the differences in the two descriptions? What are the similarities? Why is it important to learn to see the caregiver from the child/dependent adult perspective and also from the parent/family member perspective? Have each student write a paragraph describing an ideal, effective caregiver, including many descriptive characteristics.
	I a: 4	Distribute copies of "Help Wanted" ads from several newspapers and instruct students to search the ads for positions available to caregiving professionals. Newspapers from both urban and rural areas would be beneficial. Have the students circle appropriate ads and read them aloud to the class. Lead a class discussion on the characteristics of the person described in the want ads. KEY QUESTIONS: What characteristics are specifically mentioned in the ads? Which characteristics appear to be the most sought after? Besides the personal characteristics, what other qualifications are desired (or required) for these jobs? How can a person develop these characteristics? Why are they important?
SCANS: Interpersonal D. Exercises Leadership	I a: 5	Have several students form a panel as the trustees of a new private care center. The trustees are in the process of writing job descriptions and identifying qualities and skills that will be needed by persons working in the various positions. Students not serving on the panel should formulate questions for the panel to consider. Topics for questions might include the types of positions that would be available, skills and qualifications needed for these jobs, desirable characteristics sought in applicants, and the type of care that would be provided at the center. Encourage the students to develop many of their own questions for the panel.
SCANS: Personal Qualities D. Self-Management	I a: 6	Ask students to complete Teaching Aid 2, *Self-evaluation of Caregiver Characteristics.* Lead a discussion on how self-evaluation tools such as this can help people identify their strengths and also areas needing improvement. KEY QUESTIONS: Which of your answers indicate that you could be a successful caregiver? What areas need improvement? How can you improve these areas?

COMPETENCIES

I b. ***Demonstrate appropriate workplace ethics, including confidentiality.***

Resources: Chapters 1, 2, 23
Child Care and Guidance, Management, and Services Reference Book

Chapter 4
Services for the Elderly Reference Book

Language Arts

SCANS: Thinking Skills
F. Reasoning/Critical Thinking

TEACHING STRATEGIES

I b: 1 Distribute index cards to students and ask them to write a definition of the term ***ethics***. Collect the cards and read them to the class. While you are reading, ask one student to write on a transparency words or phrases from the cards that can be used to arrive at a class definition of ethics. Teaching Aid 3, *Definition of Ethics,* gives a general definition of ethics and can be used as a transparency master or student handout.

I b: 2 Invite a child care center director, elder care facility administrator, or health care professional to speak to the class on workplace ethics and characteristics desired by persons hiring caregiving professionals. Prior to the presentation, have students formulate questions to ask the resource speaker.

I b: 3 Provide each student with a copy of Teaching Aid 4, *Code of Ethics.* Have students write a code of ethics that would apply to a future job they might have. The students should identify the job they are writing about. Be sure that a variety of intergenerational occupations are represented. Make students aware that they have exercised language arts skills during the activity. KEY QUESTIONS: What is a "Code of Ethics"? Why is a "Code of Ethics" important in an occupational setting?

I b: 4 Have students use encyclopedias and reference and resource materials to gather examples of ethical codes of conduct for various professions. Examples might include the Hippocratic Oath, the Declaration of Geneva, the American Home Economics Association Statement of Principles of Professional Practice, and the National Association for the Education of Young Children Code of Ethical Conduct and Statement of Commitment. Examples of codes of ethics are found in Appendix A, *Codes of Ethics,* located in the back of the book. Lead a class discussion on applying these "Codes of Ethics" in the workplace. KEY QUESTIONS: What is an example of an ethical conflict that might occur in child care or elder care settings? How might these conflicts be resolved? What are some other ethical issues that involve children and their parents? What are some ethical issues that involve elders and their family members? What ethical conflicts might arise involving the personnel in a caregiving setting?

I b: 5 Guide students in preparing a debate on one of the ethical issues discussed previously. The students should be given opportunities to debate the issue from a variety of viewpoints, such as those of the director of the care facility, the

	COMPETENCIES		TEACHING STRATEGIES
	SCANS: Interpersonal D. Exercises Leadership **SCANS:** Thinking Skills F. Reasoning/Critical Thinking **SCANS:** Personal Qualities E. Integrity/Honesty		employee, the child or elder client, and the parents or family members of the client. Refer to Appendix B, *Guidelines for a Classroom Debate*, for more information. KEY QUESTIONS (for the debate): What is the main issue? What evidence do you have to justify your conclusions? What are all the possible outcomes? Why is it important to analyze and evaluate ethical issues?
I c.	***Develop qualities and skills needed for employability and job success.*** **Resources:** Chapter 2 *Child Care and Guidance, Management, and Services Reference Book* Chapter 4 *Services for the Elderly Reference Book*	I c: 1	Display a transparency of Teaching Aid 5, *Employability Terms,* and lead students in a discussion to arrive at definitions for each of the terms. Provide dictionaries, textbooks, and other references as resources for the students. Conduct a short, oral post test to ensure that the students have a clear understanding of these terms. Have students demonstrate the ability to read and interpret information for a post test. Use Teaching Aid 5—Answer Key, *Definitions of Employability Terms,* as teacher resource information.
	Language Arts	I c: 2	Display a variety of sample résumés for students to examine. A sample résumé is shown in Teaching Aid 6, *Guidelines for Writing Résumés.* Discuss the purpose of the résumé and the major areas that should be included in an effective résumé. Have each student write a personal résumé using a standard format. Point out how students are applying language arts skills while composing a personal résumé.
	Language Arts **SCANS:** Personal Qualities B. Self-Esteem	I c: 3	Instruct students in writing letters of application using the guidelines listed in Teaching Aid 7, *Guidelines for Writing Letters of Application*. Discuss the importance of using standard grammar and correct punctuation and sentence structure. Have students write a letter of application for a job in an intergenerational occupation. If possible, have students use computers to type their letters. Critique the letters according to the guidelines, and instruct students to edit, revise, and rewrite if necessary.
	Language Arts	I c: 4	Display a transparency of Teaching Aid 8, *Guidelines for Completing Job Applications.* Lead a class discussion on the purpose of the job application. KEY QUESTIONS: Why is the job application important? How is it used to screen applicants prior to interviews? What factors might determine whether the application is accepted or rejected? Distribute copies of Teaching Aid 9, *Sample Job Application,* for students to complete. Make students aware that language arts skills are reinforced in this activity. The

COMPETENCIES

SCANS: Information
B. Organizes and Maintains Information

SCANS: Personal Qualities
E. Integrity/Honesty

Language Arts

SCANS: Basic Skills
B. Writing

TEACHING STRATEGIES

students may wish to prepare an index card with a list of facts for reference when completing the application. The list should include:

- Social Security number
- References (names, job titles, addresses, and telephone numbers)
- Former and current employers (names, job titles, addresses, telephone numbers, and dates of employment)
- Record of education
- Community and school activities, honors, skills, hobbies, and interests
- Volunteer activities

The class members might elect to exchange applications with each other for evaluation. Provide additional copies of the applications for students to redo if necessary.

I c: 5 Lead a class discussion on the factors to consider when going for a job interview or show the videotape, *Practice Interviewing II*. The videotape is available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. Invite business professionals from the community, parent volunteers, or school counselors to conduct mock interviews with the students, and videotape the interviews, if possible. Suggest to the volunteer interviewers that they provide constructive feedback to the students that they interview. Students should write a follow-up letter to the interviewer. A sample letter is shown in Teaching Aid 10, *Sample Follow-up Letter*.

Ic: 6 Lead a class discussion on guidelines for terminating employment found in Teaching Aid 11, *Guidelines for Terminating Employment.* Divide the class into small groups to compose a letter of resignation. Have one student from each group read the letter aloud to the class as the other group members prepare to role play the employee informing the supervisor of his or her resignation. Invite the class members to critically evaluate the letters and provide constructive feedback. Have students return to their small groups to edit and revise their letters. Remind students that language arts skills are reinforced in these activities.

COMPETENCIES

I d. ***Maintain acceptable employee behaviors.***

Resources: Chapter 2
Child Care and Guidance, Management, and Services Reference Book

Chapter 4
Services for the Elderly Reference Book

SCANS: Information
A. Acquires and Evaluates Information

Language Arts

SCANS: Resources
D. Human Resources

TEACHING STRATEGIES

I d: 1 Have students use dictionaries, textbooks, and other references to arrive at class definitions of the terms ***dependability*** and ***punctuality***. Ask students to interview a person who employs or supervises others about the importance of dependability and punctuality. KEY QUESTIONS: How are dependability and punctuality related? How are they different? What nonverbal messages are communicated through the failure of an employee to be dependable and punctual? As an employer, what action would you take with an employee who was not dependable? punctual?

I d: 2 Using Teaching Aid 12, *Productive Work Habits and Attitudes,* lead a class discussion on the importance of productive work habits and attitudes in achieving and maintaining quality performance on the job. Have students work individually or in small groups to define the terms associated with productive work attitudes. Students should use resources such as dictionaries and textbooks to assist them in developing definitions for these terms. Instruct students to select one of the work habits or attitudes and write a short essay on its importance and relationship to job success.

I d: 3 Use the list of terms defined in I d: 2, and have students rank them in order of importance with one being the most important and seventeen being the least important. Instruct students to explain in writing why they ranked their top three choices as most important. Following completion of the writing assignment, have students form triads and share their lists and explanations with one another.

I d: 4 Have students complete Teaching Aid 13, *Personal Evaluation of Behaviors Needed for Job Success,* to rate their personal potential for job success. After completion of the rating sheet, instruct students to respond to the following questions in writing:

- What are your strongest qualities?
- Which qualities need improvement?
- What plan of action can you take to help you improve these qualities?
- How will improving these qualities benefit you in the workplace? In what other ways will you benefit?

I d: 5 Lead students in a class discussion on exercising self-control in the workplace, including the importance of cooperation and collaboration with co-workers. KEY QUESTIONS: Why is it important to exercise self-control at work? What short-term and long-term repercussions might be experienced by employees who lose their tempers while

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on the job? As a supervisor, how would you react to this situation? Instruct each student to complete Teaching Aid 14, *Exercising Self-control.* When they have finished, ask volunteers to share with the class their suggested methods for controlling emotions.

I e. ***Identify career opportunities in intergenerational caregiving occupations.***

Resources: Chapter 2
Child Care and Guidance, Management, and Services Reference Book

Chapter 3
Services for the Elderly Reference Book

Language Arts

SCANS: Basic Skills
A. Reading
B. Writing
E. Speaking

SCANS: Information
C. Interprets and Communicates Information

I e: 1 Have students prepare charts of occupations within the professions of child, adult, and elder care and services, and related health care fields. Students should write brief job descriptions for each occupation and identify the academic skills that would be used daily on the job. Use the *Occupational Outlook Handbook* from your school library as a resource. KEY QUESTIONS: What education and training is required for each occupation? Where are the most jobs available?

I e: 2 Invite a panel of professionals to dialogue with the students about careers in intergenerational professions. Suggested persons to invite include a child care director, preschool teacher, child care assistant, elder care center director, long-term care facility administrator, elder care activities director, home health aide, and someone who works with well-elders. Have the students make the telephone contacts and write the thank you letters to the panel members. KEY QUESTIONS: What is the job outlook in each professional area? What are some other intergenerational career opportunities, and what future job possibilities exist in these careers? What qualifications, including education, certification, and licensure, are required for employment in these careers? What are the opportunities for career advancement?

I e: 3 Have each student do career research on a career in elder care and a career in child care. Teaching Aids 15a and 15b, *Career Investigation,* can be used as a guide for students in their research. Resource materials should be available in the school library and from the career and guidance counselor. *The Dictionary of Occupational Titles, Occupational Outlook Handbook, Career Information Center* (13 volumes), and *Encyclopedia of Careers and Vocational Guidance* would serve as excellent sources of information for students. Have the students present a report of their investigations orally to the class. Point out how students are applying language arts skills while researching a career and using oral communication skills in the presentation.

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I e: 4 Invite the career and guidance counselor to speak on educational and training opportunities available to students preparing for intergenerational careers. Ask the counselor to bring catalogs from postsecondary institutions, colleges, and universities to share with the students, as well as information on scholarships, financial aid, and career assessment computer programs. Provide the counselor with a list of possible intergenerational occupations in advance.

I e: 5 Lead a class discussion on the entrepreneurship opportunities that are possible in providing care and services for children and elder adults. Have students interview a parent needing child care services and a senior citizen. KEY QUESTIONS: What services do you need that are not currently available in your community? Would you utilize these services if they were available? How often would you use these services? What would you expect to pay? Ask the students to share the results of their interviews with the class. Have the class discuss which of the suggestions might be a successful entrepreneurship opportunity.

I f. ***Describe professional credentials. Example: Child Development Associate (CDA)***

Resources: Chapter 2
Child Care and Guidance, Management, and Services Reference Book

Chapter 3
Services for the Elderly Reference Book

SCANS: Information
B. Organizes and Maintains Information

I f: 1 Have students investigate credentialing procedures in child and elder care professions by writing letters requesting information and applications from the appropriate agencies. The Child Development Associate (CDA) credentialing information is entitled, *Assessment System and Competency Standards,* and is available from: The Council for Early Childhood Professional Recognition, 1341 G Street, NW, Suite 400, Washington, DC 20005-3105. Materials are available for *Infant/Toddler Caregivers*, *Preschool Caregivers*, and *Family Day Care Caregivers*. Scholarship information for Texas residents is available from: Scholarship Act Administrative Agency, Corporate Fund for Children, 4029 Capital of Texas Highway S #102, Austin, Texas 78704-7920. Students should contact professionals at elder care and elder service facilities in the community to gain information on credentialing agencies.

I f: 2 Have students prepare a file of all the information they collect and receive from the various agencies. Select one of the students to be responsible for filing current information and checking out materials to the class members. In addition, involve each member of the class in collecting magazine and newspaper articles for the file on child and elder care issues and careers.

COMPETENCIES	TEACHING STRATEGIES
	I f: 3 Invite persons holding different credentials and certifications to share with the class their experiences in obtaining the credentials and the benefits of having professional credentials. Examples may include Child Development Associate (CDA), certified early childhood and elementary teachers, long-term care facility administrators, principals, counselors, and social workers. After the presentations, have students write brief reports summarizing the information that was presented. Tell students that summary report writing is required for documentation in many occupations, especially those that require individual conferences with parents and family members.
I g. ***Explain career advancement procedures.*** **Resources:** Chapter 2 *Child Care and Guidance, Management, and Services Reference Book* Chapter 3 *Services for the Elderly Reference Book*	I g: 1 Lead a class discussion on career pathways for professional level jobs in child and elder care and services using the charts prepared by students in I e:1. Display a transparency of Teaching Aid 16, *Intergenerational Professions Career Pathway*, and have students identify career opportunities at the different levels. Have students scan college catalogs to search for associate's, bachelor's, and graduate degree programs in child development and gerontology. KEY QUESTIONS: Which positions require associate's degrees? Which professional level positions require bachelor's and graduate degrees? Why are these advanced degrees necessary? Compare and contrast the job responsibilities of positions at the top of the career ladder with positions at the entry and middle levels. What differences exist? How do education, experience, and training allow one to enter a career path at a higher position or to advance more rapidly? I g: 2 Show a videotape that deals with careers in child and elder care services. A suggested videotape is *Working with Families and Children: Career Opportunities*, available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. Lead a class discussion on the careers that were presented in the tape and the opportunities for advancement that are possible in these careers.
Language Arts	I g: 3 Divide the class into small groups to research the intergenerational careers that were identified in I g:1, and to gather information on job responsibilities and prospective salaries. Students should contact businesses and organizations that employ persons in child and elder care and services to obtain this information. Remind students that it is inappropriate to ask an individual about her or his personal salary. Most organizations will provide salary schedules or salary

COMPETENCIES

TEACHING STRATEGIES

range information. It is acceptable to inquire about an individual's specific job responsibilities. Have the groups organize their information and prepare visual aids or handouts to assist them with an oral presentation to the class. Be sure students recognize the application of language arts principles; they are planning and composing for a variety of purposes and audiences and sharing discourse orally.

I g: 4 Have students design and prepare a bulletin board or showcase display of the many career options in child and elder care and services. Information about qualifications, job descriptions, and salary scales should be included. If students prepared charts for their oral presentations in I g: 3, they could be incorporated into the design of the bulletin board. Have students critique their design for balance, proportion, readability, creativity, and attractiveness.

I h. ***Explain the rights and responsibilities of employers and employees.***

Resources: Chapters 2, 3
Child Care and Guidance, Management, and Services Reference Book

SCANS: Interpersonal
A. Participates as Member of a Team
D. Exercises Leadership

SCANS: Thinking Skills
B. Decision Making

I h: 1 Display a transparency of Teaching Aid 17, *Legislation and the Workplace*. Provide encyclopedias and other references as resources to assist students in defining and explaining each of the terms listed on the transparency. Teaching Aid 17—Answer Key provides teacher resource information to assist with this lesson. Lead a class discussion about the laws that affect employers and employees. KEY QUESTIONS: What actions led to the passage of each of these laws? How are employers and employees affected by each of these laws? Are they fair to both employer and employee? Why? How might these laws be abused?

I h: 2 Divide the class into two groups. Assign one group to brainstorm and list the rights and responsibilities of employers. An example might include employers are responsible for providing a safe working environment for their employees. Assign the other group to brainstorm and list the rights and responsibilities of employees working in intergenerational professions. An example might include employees are responsible for performing quality work. After the lists are prepared, a representative from each group should present the information orally to the class. Encourage students to use critical thinking skills in addressing these issues. CRITICAL QUESTIONS: According to the information presented, what problems might arise for the employer? the employee? Compare and contrast the list of responsibilities for the employer and employee. What differences exist in responsibilities? How are rights related to responsibilities?

COMPETENCIES

SCANS: Information
D. Uses Computers to Process Information

SCANS: Technology
A. Selects Technology

SCANS: Thinking Skills
C. Problem Solving

Social Studies

TEACHING STRATEGIES

I h: 3 Have students work in cooperative learning groups to design methods for disseminating information to employees on their rights and responsibilities. Examples might include handouts, brochures, and posters. Suggest that students use computers to design and produce samples of their employee handouts or brochures and then evaluate the documents based on issues related to gender equity, cultural diversity, and special needs. This learning experience may be most effective during the second year of study.

I h: 4 Invite a social studies teacher or an attorney to speak to the class on the history of issues and laws related to employment in the United States. Have students prepare questions for discussion prior to the presentation. Remind students that the industrialization of the United States greatly influenced the history of employment. KEY QUESTIONS: How do laws related to employment affect future members of the work force? Does the law protect employees more than employers? Why? How are these laws enforced?

I h: 5 Lead a class discussion to arrive at a definition of the term, ***harassment***, and to identify the types of harassment which might occur in the workplace. Examples might include sexual harassment, age discrimination/harassment, ethnic harassment, and harassment based on the level of one's educational achievement. Invite a guest resource speaker from a local business or from the school district office to speak to the class on the issue of harassment in the workplace. Have students prepare questions in advance for the guest speaker. Encourage students to ask questions concerning the responsibilities of the employer and the employee in dealing with harassment issues at work.

I i. Identify quality resources for the caregiving profession.

Resources: Chapter 2
Child Care and Guidance, Management, and Services Reference Book

Chapter 33
Services for the Elderly Reference Book

Language Arts

SCANS: Resources
C. Material and Facilities

I i: 1 Lead students to brainstorm and list community, state, and national organizations that provide services to children, elders, and families. Include organizations that target individuals with special needs such as the March of Dimes, Arthritis Foundation, Developmental Education Birth through Two (DEBT), Hospice, and the Easter Seal Society. Additional resources include the Department of Human Services, local health clinics, community counseling centers, and the American Association of Retired Persons (AARP). Include organizations that provide services for abuse, neglect, alcoholism, employment, volunteerism, legal assistance, recreation, and family life education such as Children's Protective Services, Meals on Wheels, Retired

COMPETENCIES		TEACHING STRATEGIES
		Senior Volunteer Program (RSVP), and Texas Employment Commission. Telephone directories, local agencies, and community resource directories are excellent resources for address information. Community resource directories are available from city government offices. Have students write letters to these organizations requesting information on the services they provide. Students should follow appropriate guidelines for business correspondence. Make students aware that language arts skills are reinforced in this activity. The information received should be kept in the classroom file so that it will be accessible to all students.
SCANS: Technology B. Applies Technology to Task	I i: 2	Using the data and information gathered in I i:1, have students prepare a directory of information that could be distributed to centers that provide care and services for children and elders. If possible, have students publish their directory using word processing computer programs. Emphasize the need for students to write, proofread, edit, and rewrite in order to produce a quality document.
	I i: 3	Invite representatives of local community resource organizations to serve on a speaker's panel. Ask panel members to discuss the services provided by their respective agencies. Allow time for the panel members to dialogue with students. Have students prepare questions for the panel members in advance.
	I i: 4	Have students role play scenes that illustrate a caregiver providing information assistance to a family in need of services from one of the agencies identified in I i:1. Some life events that families might incur include: • death of spouse or child • serious illness of family member • divorce • blended families • loss of employment • family relocation to new city • foreclosure of mortgage or loan • marital separation • sharing residence with elder family member • placing elder family member in care facility • jail term of family member • death of close family member • retirement • change in financial status • dissolution of a relationship After the role plays, ask the students who portrayed the characters in the skits to share their feelings about their role play with the class.

COMPETENCIES	TEACHING STRATEGIES

Language Arts

I i: 5 Have the students write a fictional story about a family experiencing a crisis and how a caregiving professional would handle the situation using the resources that were available in the community. Ask for volunteers to share their stories with the class. Be sure students recognize they are applying language arts principles when planning and composing for a variety of purposes and sharing discourse orally.

I j. ***Explain current issues and legislation relating to child care, elder care, and adult dependent care.***

Resources: Chapter 3
Child Care and Guidance, Management, and Services Reference Book

Chapter 2
Services for the Elderly Reference Book

Language Arts

SCANS: Information
B. Organizes and Maintains Information

SCANS: Interpersonal
D. Exercises Leadership

I j: 1 Invite a guest resource speaker to discuss state and federal laws which govern child care and the education of children. Suggested resource persons might include attorneys or representatives of Children's Protective Services. KEY QUESTIONS: In your opinion, are child care issues a priority for legislators and government officials? Why? What groups lobby for child care legislation? What effect have they had on legislation in the past? How does a child care professional make his or her personal views known on issues surrounding child care legislation?

I j: 2 Have the students brainstorm and list current issues affecting child care and child care programs in the United States and collect newspaper and magazine articles on these issues. Students should search for articles outlining issues being addressed at the state and federal levels. Have students work individually or in groups to prepare reports or position papers on these issues to share with the class. Following the reports, have students organize a resource file of the articles and information they gathered during their research. Point out that organizing a file of information is a skill that is required in many occupations.

I j: 3 Lead a discussion on the impact current child care legislative decisions would have on local child care programs. KEY QUESTIONS: What are the implications of child care legislation for child care programs in Texas? What would be the most desirable outcomes of this legislation? most undesirable? What effect would the legislation have on entrepreneurs in the child care profession? How would the financial growth of a child care business be affected?

I j: 4 Prepare students to host a "talk show" in the classroom based on the information they have gathered on issues and legislation related to child care. Ask for student volunteers to serve as "host" and as "guests." Allow students to suggest a topic for discussion on the show. The topic should be

COMPETENCIES		**TEACHING STRATEGIES**
		related to legislative issues affecting child care and child care programs. The student who serves as "host" should prepare a list of questions for the guest panelists concerning the selected topic. The students who will be in the "audience" should be prepared with additional questions for the guest panelists after all of the questions asked by the "host" have been discussed.
Language Arts	I j: 5	Invite a guest resource speaker to discuss current issues affecting persons over age sixty-five, elder care, and elder care programs. Examples for resource persons include representatives of AARP, long-term care facility administrators, and program coordinators for senior programs at local hospitals. If a speaker is not available, have students search for articles covering elder care issues being addressed at the state and federal levels. KEY QUESTIONS: Why do we need laws to protect the elderly? What conditions or abuses probably led to the adoption of these laws? What areas of concern in elder care are in need of legislation? Which groups lobby for elder care legislation? Have each student write a newspaper article analyzing one of the issues from differing viewpoints. Suggest that some of the students may wish to submit their article to the school newspaper for publication. Make students aware that they are employing language arts skills in writing a newspaper article.
Language Arts	I j: 6	Have students collect several articles over one of the issues identified in I j: 5. Instruct students to take a stand on one of the issues and write a letter to a member of congress defending their point-of-view. Lead a discussion on the appropriate form and procedures for writing a government official. Teaching Aids 18a and 18b, *Business Letters and Official Correspondence*, describe guidelines for writing letters to government officials. Guide students to employ language arts skills in writing letters to government officials.
SCANS: Thinking Skills C. Problem Solving	I j: 7	Divide the class into small groups to prepare a debate over one of the issues affecting elder care. Refer to Appendix B, *Guidelines for a Classroom Debate*, for more information. If the class is large enough, divide the class into even-numbered groups and have them debate several different issues. To expand students' critical thinking skills, have each group debate the issues from both perspectives.
	I j: 8	Lead a class discussion on the possible outcomes of elder care legislation currently before the Congress. In advance,

have a class representative call the office of a member of Congress to find out about current legislation affecting elders. Prepare the students to talk to a legislative aid by instructing them in the appropriate titles for members of Congress. KEY QUESTIONS: What are the implications for elder care if the legislation passes? if it fails? Do you think elder care advocacy groups were in favor or against the legislation? Why? What impact does increased legislation in elder care have on elder care programs? What impact does it have on families?

I k. ***Identify organizations concerned with quality care for children and quality adult care services.***

Resources: Chapter 27
Child Care and Guidance, Management, and Services Reference Book

Chapter 2
Services for the Elderly Reference Book

SCANS: Information
A. Acquires and Evaluates Information

I k: 1 Have students use library resources, textbooks, and reference materials to identify local, state, and national organizations concerned with quality care for children. Suggest students review journals and publications from these organizations to discern the types of issues that are dealt with by each organization. Examples of organizations concerned with quality care for children include the following:

- Association of Childhood Education International
- Children's Defense Fund
- Child Welfare League of America, Inc.
- The Council for Early Childhood Professional Recognition
- Head Start
- National Association of Child Care Management
- National Association for the Education of Young Children
- National Black Child Development Institute

Refer to Appendix H, *Resources and Materials for the Intergenerational Professions Program*, for address information for these organizations. Make students aware that knowing how and where to locate information when it is needed is a powerful decision-making tool.

I k: 2 Invite a guest speaker from a local agency or organization concerned with quality care for children such as a representative from the Department of Human Services. Select a student volunteer to make the telephone contact to invite the speaker and discuss the focus of the presentation. Have students prepare questions in advance for the speaker to address. KEY QUESTIONS: What services does the agency or organization provide? Do they serve families or child care programs? Do they provide continuing education programs for child care providers? If so, what types of programs? What current issues in child care are being addressed by this organization?

COMPETENCIES

TEACHING STRATEGIES

SCANS: Systems
A. Understands Systems

I k: 3 Have students select one of the national organizations identified in I k:1 to research. Use the graphic organizer in Teaching Aid 19, *Researching Agencies and Organizations*, to assist students in organizing relevant information and factual data about the agency or organization they chose. Instruct students to write a comprehensive report to be presented orally to the class. Provide students with blank transparencies and transparency pens so that they may prepare visual aids to assist them with their oral presentations.

I k: 4 Have students investigate membership qualifications and mailing list information for the organizations and agencies identified in I k:1. Instruct students to write letters requesting journal, publication, or newsletter subscription information. Students should follow appropriate procedures for business correspondence when writing their letters. Have students prepare a chart or a file of detailed information on these agencies and organizations.

SCANS: Information
B. Organizes and Maintains Information

I k: 5 Have students use library resources, textbooks, and reference materials to identify local, state, and national organizations concerned with quality adult care services. Suggest that students review journals and publications from these organizations to discern the types of issues that are dealt with by each organization. Have students prepare a chart of the information which they gathered for their own personal files. Teaching Aids 20a, 20b, and 20c, *Supporters of Adult Quality Care*, list organizations that provide services for elders. Examples of organizations concerned with quality adult care include:

- Administration on Aging
- American Association of Retired Persons (AARP)
- American Cancer Society
- American Heart Association
- American Lung Association
- American Red Cross
- American Society on Aging
- National Council on the Aging
- National Association for Home Care

Refer to Appendix H, *Resources and Materials for the Intergenerational Professions Program*, for address information for these organizations.

SCANS: Basic Skills
D. Listening

I k: 6 Invite a guest speaker from one of the organizations identified in I k: 5 to discuss the services that the organization provides to elder citizens in the community. Have a student volunteer make the telephone contact with the speaker, and

COMPETENCIES

TEACHING STRATEGIES

have students prepare questions for the speaker in advance. KEY QUESTIONS: What is the history of the organization? How is it funded? What current issues are being addressed by the organization?

Language Arts

I k: 7 Have students write letters to the various organizations that are concerned with quality care for elders requesting information, leaflets, and brochures on the organization. Lead students to learn networking skills to identify resource persons and agencies. Remind students that knowing how and where to locate information when it is needed is a powerful decision-making tool, especially in a society where information constantly expands and changes. Have students prepare a bulletin board or display case of information about the various organizations. Students should critique their bulletin board design for balance, proportion, readability, creativity, and attractiveness.

SCANS: Technology
A. Selects Technology

I k: 8 Using the information they gathered in I k: 7, have students work in small groups to prepare a brochure that lists the organizations concerned with quality care for elders and the services they provide. The brochures should be written so that they could be distributed to elders and their families. Suggest that students use computers to design and produce samples of their brochures. Have students evaluate and critique the brochures for comprehensiveness, cultural diversity, design, and readability.

Language Arts

I k: 9 Have students prepare a newscast highlighting some of the organizations identified in I k: 5. Divide the class into small groups so that several newscasts will be presented and all of the students will be involved in the production. Encourage students to be creative in designing the style for their newscast. Examples of various styles include interview, impromptu dialogue, and oral presentation. If possible, make a video recording of the students' newscasts. Emphasize that a knowledgeable newscaster must possess good language skills.

COMPETENCIES

TEACHING STRATEGIES

SUGGESTED ACTIVITIES FOR THE OCCUPATIONAL SETTING

Instruct students to begin keeping a journal of their workplace experiences. Entries should be dated with the location and situation clearly defined. Have students record examples of professionals applying ethical practices which they observed. Volunteers may wish to share their examples with the class.

Have students assemble a job application portfolio of materials as if they were currently applying for a job at one of the work sites. It would be beneficial to the students if they could obtain a sample job application from the occupational setting to complete and include in their portfolio. Impress upon the students the importance of keeping the portfolio updated.

Have students interview caregiving professionals to identify resources that are available to assist them with program improvement and professional development such as workshops, newsletters, conferences, etc. Instruct the students to develop a list of interview questions in advance and write a summary report of their experience.

COMPETENCIES

II. Policies and Standards for Child and Adult Services

II a. Identify types of settings related to child and adult services.

Resources: Chapter 1
Child Care and Guidance, Management, and Services Reference Book

Chapters 3, 9
Services for the Elderly Reference Book

SCANS: Information
A. Acquires and Evaluates Information

SCANS: Resources
C. Material and Facilities

Mathematics

SCANS: Basic Skills
C. Arithmetic/Mathematics

SCANS: Resources
C. Material and Facilities

TEACHING STRATEGIES

II a: 1 Have students contact the nearest Department of Human Services office to obtain information on the types of settings and the regulations for child and adult care facilities, including the *Minimum Standards for Day Care Centers* and the *Minimum Standards for Kindergartens and Nursery Schools.* Divide the class into small groups and give each group a part of the material to review. Guide students to employ language arts skills in reading and interpreting the information about the types of settings and regulations for care facilities. Have each group present a summary of the reviewed information to the class.

II a: 2 Based on the information gathered in II a:1 as well as in textbooks and other resources, have students list the many types of child and adult care settings and write descriptions of each type. Have students organize their information into chart form using Teaching Aid 21, *Types of Child and Adult Care Settings.* As they chart their information, they will need to identify the category as child or adult, identify the type of setting, and give a detailed description. Students should work toward preparing as comprehensive a list as possible.

II a: 3 Have students brainstorm and list the space needs in a child care setting. After brainstorming, display a transparency of Teaching Aid 22, *Space Requirements for Child Care Centers,* to compare with the students' lists. Allow students to add any additional suggestions they may have. KEY QUESTIONS: Why is it important to analyze space needs in a child care center? What factors should be considered when planning the design of a child care setting? How does the age of the children affect the design of the child care setting?

II a: 4 Plan learning tours with students to several different facilities that provide care and services to older adults. Have each student sketch the design of the interior space at each setting and record how the space is used. Have students compare and contrast the space needs of the different types of settings. Have students measure 30 square feet on the floor and mark it off with tape. This area represents the minimum 30 square feet of indoor space required for each child. Then have students measure and mark off the 75 to 80 square feet of outdoor space required for each child. KEY QUES-

TIONS: How do space needs differ in child and adult care settings? How do space needs differ in facilities that provide services to well-elders versus those that provide care and services to elders needing special types of care? Remind students that the ability to take accurate measurements is a mathematics skill essential to many occupational areas.

Social Studies

II a: 5 Have students identify types of settings related to child and adult services located in your area. Use an appropriate map to make a wall display. Have students use map pins to indicate the locations of each child and adult care service in the area. Use small slips of paper or colored map pins to color code the types of services. KEY QUESTIONS: What types of care settings are available for children? What types of settings are available for adults? How many provide services for children? for adults? Are the care settings clustered in certain areas? Why? What populations are they serving? Which areas seem to need care provider services? Providing students with practice in reading maps and locating geographic settings on a map is a social studies skill.

II b. Explain program goals, policies, and procedures.

Resources: Chapters 3, 23
Child Care and Guidance, Management, and Services Reference Book

Chapter 2
Services for the Elderly Reference Book

SCANS: Interpersonal
C. Serves Clients/Customers

SCANS: Information
C. Interprets and Communicates Information

II b: 1 Collect copies of program goals and objectives from several different child and adult facilities. Distribute these documents among the students and instruct them to read and analyze the program goals and objectives as outlined in the information provided by the facilities. Lead a class discussion on the importance of program goals and objectives and the need for evaluation of those goals and objectives in relation to the services provided by facilities. KEY QUESTIONS: Why is it important for facilities that provide child and adult care and services to develop program goals and objectives? Why should program goals and objectives be evaluated in relation to the services provided? What could be learned from this type of evaluation? How are goals and objectives directed by the philosophy of the facility?

II b: 2 Provide copies of the National Association for the Education of Young Children (NAEYC) brochure, *What Are the Benefits of High Quality Early Childhood Programs?*. Discuss with students the information presented in the brochure. Have students work in pairs to relate the program goals from different child care facilities to the benefits outlined in the brochure. Bring students together in a large group for a summation of their work. The brochure may be ordered from NAEYC, 1509 16th Street, N.W., Washington, DC 20036-1426, 1-800-424-2460.

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TEACHING STRATEGIES

II b: 3 Invite the director of a child or adult care facility to discuss with the class the program goals and objectives for the facility he or she represents. In advance, lead students in preparing questions for the guest resource speaker. KEY QUESTIONS: What is the procedure for developing program goals and objectives? Who is involved in the development? What skills are needed by these professionals to write program goals and objectives for a care facility? How can program goals reflect the multicultural needs of those served?

Language Arts

SCANS: Interpersonal
F. Works with Diversity

II b: 4 Divide the class into groups of four or five. Have students role play a scene involving the director of a facility, explaining the facility's program goals and objectives to a parent, family member, or prospective adult client. Those students not involved in the role play should act as "observers" and provide feedback to the role players about the presentation. Have students continue the role play until all students have had an opportunity to participate. Lead students to recognize the need for cultural pluralism in program philosophy and policies in all types of settings. Point out to students that language competence includes sharing oral products in a variety of ways. KEY QUESTIONS: Was the information presented clear, concise, and accurate? Did the prospective client or family member appear to understand what was said? Was the prospective client or family member given an opportunity to ask questions? What comments or questions were asked? How could the presentation have been improved?

SCANS: Interpersonal
A. Participates as a Member of a Team
D. Exercises Leadership

SCANS: Basic Skills
E. Speaking

II b: 5 Have students work in small groups to develop program goals and objectives for a variety of child and adult care facilities such as infant and toddler care, preschool child care, school-age child care, adult care, a senior citizens center, a retirement village, and a long-term care facility. Stress to students that multicultural awareness should be reflected in their final products. Instruct each group to select a representative to present their results to the class.

II c. ***Describe licensing standards for the facility.***

Resources: Chapters 23, 24
Child Care and Guidance, Management, and Services Reference Book

II c: 1 Have students work in small groups to review copies of Texas licensing minimum standards for the different care facilities. These documents are available from the Texas Department of Human Services. Lead a class discussion on the standards for each type of facility with students providing input and leadership for the set of standards which they reviewed. KEY QUESTIONS: How do the licensing rules

COMPETENCIES		**TEACHING STRATEGIES**
		affect each of the facilities? What are the similarities in the standards? What are the differences? Why are there different standards for the different types of care facilities? Are the standards too strict or too lenient? Why?
	II c: 2	Arrange a learning tour to a licensed family and group care home. Ask the owner to dialogue with the students about the licensing regulations and minimum standards for family and group care homes. Have students prepare questions in advance for the facilitator. An excellent resource on family and group care homes is *Opening Your Door to Children: How to Start a Family Day Care Program* by Kathy Modigliani, Marianne Reiff, and Sylvia Jones. This document is available from the NAEYC, 1509 16th Street, N.W., Washington, DC 20036-1426, 1-800-424-2460.
	II c: 3	The Department of Human Services requires child care facilities to follow the Texas Education Agency's guidelines for delivering services to preschool children with disabilities. Invite a representative from your local school district to speak to the class on these guidelines for preschool children with disabilities. These guidelines are found in Chapter 89, Subchapter G, Special Education, of the *Texas Administrative Code*. Ask the speaker to include information about teacher/child ratio, eligibility, facility requirements, age requirements, and impairment certification. As a class prepare questions for the guest speaker.
	II c: 4	Have students create a poster that illustrates or provides information about a regulation or safety requirement that is outlined in the licensing standards manual for a particular care facility. Have the students work in small committees to critique the posters for clarity and accuracy of the information provided.
Language Arts **SCANS:** Basic Skills B. Writing D. Listening	II c: 5	Invite a guest resource speaker to talk to the class about Medicare, Medicaid, and the regulations for adult care facilities. Have students prepare questions in advance for the speaker. After the presentation, instruct the students to write thank you notes to the speaker. Assign each student to write a one- to two-page summary of the presentation. Make students aware that language arts skills are reinforced in these activities.
	II c: 6	Arrange for a learning tour to a school or care center that serves children or adults with disabilities. Have students observe and record information about the services that are provided. Following the learning tour, lead students in

COMPETENCIES

TEACHING STRATEGIES

comparing and contrasting the center with other types of care centers. Issues that might be addressed include staff qualifications, individual/staff ratio, and health and safety factors.

II c: 7 Have students use library and classroom resources to identify the appropriate child and adult care regulating agencies at the local, county, state, and federal levels. Lead a class discussion on the criteria and procedures used to review and enforce regulations for care facilities.

II c: 8 Have students read Teaching Aid 123, *Accreditation By the National Academy of Early Childhood Programs*, from the *Child Care and Guidance, Management, and Services Curriculum Guide.* Ask students to determine which child care centers in the local area are accredited. KEY QUESTIONS: Why would a center seek accreditation? What kinds of questions might be asked by a team of on-site visitors who were evaluating the center for accreditation?

II d. Identify major tasks to be listed on the facility maintenance calendar.

Resources: Chapter 22 *Child Care and Guidance, Management, and Services Reference Book*

Mathematics

II d: 1 Have students brainstorm and list maintenance tasks that would need to be performed at facilities that provide care and services to children and adults. The following are examples of tasks that should be included:

- inspect and service cooling system
- inspect and service heating system
- inspect and service water system
- inspect electrical system
- inspect plumbing system
- inspect interior building structure
- inspect exterior building structure
- inspect concrete sidewalk, parking area, paving, ramps
- inspect locks and security devices
- provide for insect and pest control
- maintain grounds (yards, garden, play surfaces)
- inspect indoor equipment
- inspect outdoor equipment
- inspect fence and gates
- inspect indoor and outdoor toys, if appropriate
- inspect indoor and outdoor furniture and materials
- inspect refrigerator/freezer temperatures
- inspect smoke detectors
- have fire extinguishers checked by fire safety inspector

Instruct students to design a maintenance calendar for a care facility which includes spaces for notations of inspection, service, or repair. KEY QUESTIONS: When should in-

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spections occur? Who is responsible for conducting inspections? Encourage students to be creative in their design of an easy-to-use maintenance calendar. Students may wish to share their designs with the directors of local care centers. Point out that students are using basic mathematics operations and charting skills when designing the maintenance calendar.

SCANS: Information
B. Organizes and Maintains Information

II d: 2 Have students assume they are the director of a facilities that provide care to children and adults. Instruct them to use telephone directories to prepare a card file of businesses to call for maintenance assistance, repair, or service for the center. KEY QUESTIONS: Why is the card file necessary? What information should be included on the card? Where should the file be kept? Who should be authorized to order service or repair on equipment and facilities?

SCANS: Resources
B. Money

II d: 3 Have students visit with the directors of local child and adult care facilities to gather information on how to budget for maintenance of equipment and facilities at care centers. Instruct the students to record the information in report form and share it with the class.

II d: 4 Have students use resource material and work in small groups to prepare a checklist for a care facility based on the Texas Department of Human Services minimum standards for fire, sanitation, and safety. Have the students share their checklists with directors of care facilities in the community.

SCANS: Resources
C. Material and Facilities

SCANS: Thinking Skills
C. Problem Solving

II d: 5 Divide the class into triads to list the many types of outdoor and indoor learning materials and equipment that would be found in child care centers and would require routine maintenance. Examples might include playground equipment, indoor and outdoor toys, and child-sized furniture. Have students research the Texas Department of Human Services minimum standards documents to discover guidelines for maintaining outdoor and indoor learning materials and equipment in child care centers. Instruct each triad to develop a maintenance calendar or checklist to be used for this type of equipment and materials maintenance. Suggest that the students share their checklists and calendar with child care center directors in the community.

COMPETENCIES

II e. ***Identify occupational health and safety practices.***

Resources: Chapter 24
Child Care and Guidance, Management, and Services Reference Book

Chapters 20, 21
Services for the Elderly Reference Book

SCANS: Interpersonal
A. Participates as a Member of a Team

Language Arts

SCANS: Basic Skills
B. Writing
D. Listening

TEACHING STRATEGIES

II e: 1 Lead a class discussion to arrive at a definition for the term, ***liability***. KEY QUESTION: How do the following practices protect the care facility from liability?

- personnel practices
- job descriptions
- safety checklists
- quality health care practices
- accident report forms
- insurance
- documentation of special or unusual events

Divide the class into small groups to arrive at explanations for each of the practices listed above. Have a recorder for each group write the group's responses on large sheets of newsprint or posterboard. Display the responses in the classroom for the remainder of the study on occupational health and safety practices.

II e: 2 Display a transparency of Teaching Aid 23, *Four Basic Safety Principles*, and lead a class discussion on these principles. KEY QUESTION: How can these safety principles protect the child care or elder care program from liability? Have each student write an example of a situation in a child or elder facility that illustrates the application of these principles.

II e: 3 Investigate health requirements for different intergenerational caregiving occupations. KEY QUESTIONS: Are health examinations required for employment or required on a regular basis? Who is responsible for health exam charges? Are any special health tests or immunizations required? (Examples might include a tuberculosis test.) What is a sick leave policy? What are some examples of sick leave policies for care facilities?

II e: 4 Have students investigate child care and elder facilities' procedures for informing and educating employees on occupational health and safety policies. KEY QUESTIONS: How are employee accidents handled and reported? Is training provided for employees in proper use of equipment to help prevent accidents? Instruct students to report their findings to the class.

II e: 5 Invite a local attorney to speak to the class about the Texas Worker's Compensation Laws. KEY QUESTIONS: What are the provisions of the worker's compensation law? Is worker's compensation elective or compulsory for employers? What are the penalties for violations of the law? Have each student write a thank you letter to the guest resource

COMPETENCIES	TEACHING STRATEGIES
	speaker following the guidelines for business correspondence found in Teaching Aids 18a and 18b, *Business Letters and Official Correspondence.* Make students aware that they have exercised language arts skills during the activity.
II f. ***Demonstrate occupational health and safety practices.*** **Resources:** Chapter 24 *Child Care and Guidance, Management, and Services Reference Book* Chapters 20, 21 *Services for the Elderly Reference Book*	II f: 1 Have students brainstorm and list the occupational safety hazards that might be found in child care or elder facilities. Examples might include broken or malfunctioning equipment, failure to train employees on the proper use of equipment and office machines, and improper use of body mechanics when transporting individuals. KEY QUESTIONS: How could these hazards be prevented? What is the employee's responsibility for reporting safety hazards to the employer? What is the employee's responsibility in safety and in accident prevention in the workplace?
SCANS: Basic Skills D. Listening	II f: 2 Invite a representative from the school district's personnel office to speak to the class on occupational safety policies that are used with district employees. Ask the guest resource speaker to share examples of accidents and injuries that can occur in the workplace. Suggest to students that they prepare questions for the guest resource speaker in advance.
	II f: 3 Have students keep a journal of occupational health and safety practices that they follow at the training site. The journal entries should list the training site location, whether it is child care or elder care, the type of duties performed, and a record of the health and safety practices that are followed by the student each day. Have the students keep a separate list of occupational health and safety practices that they observe being implemented by employees at the training site locations.

COMPETENCIES | **TEACHING STRATEGIES**

SUGGESTED ACTIVITIES FOR THE OCCUPATIONAL SETTING

Social Studies

Use selected references such as Module C, Understanding Cultural Differences, found in *Skills for Life,* to assist you with a class discussion on the culturally diverse society in which we live. Explain that a major goal of any education program is to provide all students with opportunities to advance to the full extent of their abilities. Point out that multicultural education can help prepare individuals to be sensitive to multicultural attitudes, beliefs, traditions, and interests that are present at home, school, and in the community. Stress that all caregivers need to be sensitive to the precepts of multicultural education. Have students research the ways in which different holidays and other special occasions are celebrated within various cultures. Divide the class into groups of three or four to design bulletin boards that portray different holiday customs or traditions for child or adult facility message boards. Remind students that a study of cultural characteristics is a study in anthropology, a part of social studies.

Social Studies

Have students plan a cultural fair at a child care or adult facility. Divide the class into groups of three or four to prepare a booth and program. Have students select which culture to present, find pictures or examples of native costumes or dress, and research foods representative of the selected culture. Provide the materials and the opportunity for students to research, gather supplies, and learn a dance or game typical to the culture. Have each group of students set up a display booth to present a cultural fair program complete with appropriate costumes, refreshment samples, and dance or games. This learning experience would be an excellent project for the FHA chapter. Remind students that a study of cultural characteristics is a study in anthropology, a part of social studies.

Arrange for students to attend a health and/or safety training workshop for child or adult caregivers. Lead a class discussion regarding the frequency of training and amount of information that caregivers must receive in order for a facility to be licensed. Have students write a

COMPETENCIES

TEACHING STRATEGIES

summary report of caregiver health and safety training requirements.

Arrange for students to observe and take notes describing the indoor and outdoor safety practices of a child care or adult facility. Have students analyze and share their findings with the class. Lead a class discussion on procedures to follow in reporting safety hazards. Divide the class into groups of two or three to examine different floor plans of child care and adult facilities. Assign groups to plan a primary and alternate evacuation route for each section of the buildings. Routes can be shown with two different colored pens or markers. Have each group share their plan with the class.

COMPETENCIES

III. Management

III a. Identify the roles and functions of business management.

Resources: Chapters 22, 23, 26
Child Care and Guidance, Management, and Services Reference Book

Chapter 2
Services for the Elderly Reference Book

Language Arts

SCANS: Basic Skills
B. Writing
D. Listening

SCANS: Resources
C. Material and Facilities

SCANS: Information
B. Organizes and Maintains Information

TEACHING STRATEGIES

III a: 1 Invite a care center director to explain the roles and functions of the business management of a child or adult care business. KEY QUESTIONS: What are the responsibilities of the business manager? Where can a person receive training in financial management? How do the financial management skills of the director influence the overall success of the child or adult care center? How can child or adult care businesses maintain accurate financial records? What are various means of securing funding for the care provider business? What are the average fees charged? Have the students take notes and write a summary of the key points in the presentation. Have the students write a business letter to thank the resource speaker. Teaching Aids 18a and 18b, *Business Letters and Official Correspondence*, provide guidelines for writing business letters and official correspondence. Be sure that students recognize the application of language arts in preparing a summary and in writing business letters, which are skills needed in many occupations.

III a: 2 Have students read Chapter 26, Financial Management, found in the *Child Care and Guidance, Management, and Services Reference Book*, to assist with a class discussion on inventories. Divide the class into groups of three or four. Have the groups brainstorm and list ways a director of a care provider business can control costs and keep up with equipment and supplies through an inventory system. Ask each group to elect a leader and a recorder, one of whom will report the group's ideas to the class. KEY QUESTIONS: What are the benefits of a computer inventory system? How can the director know when to reorder supplies without counting every item on a regular basis? What role would storeroom organization play in maintaining supplies and an accurate inventory record? Have the students develop an inventory card file system for equipment commonly found in a care provider business. Each card should contain the following information: name of the item, date purchased, cost, manufacturer, warranty number and expiration date, depreciation accumulated, and insured value. Place the service record of the item on the back of the card. KEY QUESTIONS: What is the value of keeping such detailed records of equipment? How often should the items be inventoried? How would an accurate inventory of equipment and supplies help in controlling costs?

COMPETENCIES

TEACHING STRATEGIES

SCANS: Resources
B. Money

III a: 3 Display a transparency of Teaching Aid 132, *Sample Budget Format,* from the *Child Care and Guidance, Management, and Services Curriculum Guide,* to assist with a class discussion of a line-item budget. Divide the class into teams to act as planning committees for a new child or adult care program. Ask the students to decide what kind of program they plan to initiate. Have students conduct research to develop a start-up budget and a one-year operating budget for the new program. Help teams and individuals locate needed resources. Have students share their plans and budgets for the care provider business.

Language Arts

Mathematics

SCANS: Thinking Skills
B. Decision Making

SCANS: Basic Skills
C. Arithmetic/Mathematics

III a: 4 Invite a payroll expert or someone from the State Employment Commission to explain the types of employee insurance that an employer is responsible for carrying. Divide the class into three groups. Assign student groups to research worker's compensation insurance, unemployment insurance, and liability insurance. Each group should research one type of insurance, decide on a creative method of orally sharing information with the class, and prepare and present the information. Flip charts, audio tapes, video tapes, skits, and overhead transparencies containing lists or graphs may be used during the presentations. After the presentations, have the students summarize and outline employee insurance that an employer is responsible for carrying. Point out to the students that language competence includes sharing oral and written products in a variety of ways. Point out how mathematics concepts have been applied in computing insurance costs.

Mathematics

SCANS: Resources
B. Money

III a: 5 Lead a class discussion of the following cost control strategies: keeping accurate records, planning major purchases, use a cash flow calendar, avoiding wastefulness, and preparing and submitting a monthly financial report. Display transparencies of Teaching Aid 133, *Cash Flow Calendar,* and Teaching Aid 134, *Monthly Financial Statement,* from the *Child Care and Guidance, Management, and Services Curriculum Guide,* to assist with the class discussion. Have students use the calendar as a guide to prepare a complete projected cash flow estimate. Have students complete a monthly financial statement to spot potential problems. Remind students that knowledge of mathematics principles are essential to successful business operations. Have several students interview care facility directors for ideas and tips on controlling costs. The goal is for students to become experts on cost control. In class, have these students hold a "press conference" in which they answer questions given by other members of the class. As a follow-up activity, have

COMPETENCIES

Science

SCANS: Technology
A. Selects Technology
B. Applies Technology to Task

TEACHING STRATEGIES

students prepare a fact sheet on ways to control costs in the child and adult care business.

III a: 6 As a class project, have students investigate computer applications that facilitate business management and decision making. Students may interview parents, friends, business persons, or computer teachers who use such programs. Arrange for a school or business computer specialist to demonstrate management software. Note that advances in science and technology provide powerful management tools. KEY QUESTIONS: What business management computer software is available? How do the types of software compare? Which software appears to be most useful? Would using the computer applications simplify the business management process? Why?

III b. Communicate effectively on the job. (Orally and in writing.)

Resources: Chapters 2, 4, 10, 21, 23
Child Care and Guidance, Management, and Services Reference Book

Chapters 4, 33
Services for the Elderly Reference Book

Language Arts

SCANS: Interpersonal
A. Participates as a Member of a Team

III b: 1 Write on the board the question, "What is communication?" Have students write their own definitions of the term ***communication***. Lead a class discussion on the definition of communication, encouraging students to share their definitions with the class. Explain that communication is a two-way process involving exchanging messages and understanding between two or more persons. KEY QUESTIONS: How are the definitions of communication different? What reasons might explain the differences? What role does communication play in an intergenerational care program? Display a transparency of Teaching Aid 24, *Management and Communication,* to illustrate the relationship of communication to all the other functions of management. Display a transparency of Teaching Aid 25, *Improving Your Communication Skills,* and continue the class discussion on the importance of positive interactions among staff members in a child care or adult facility. CRITICAL QUESTION: What conclusions can be drawn about the relationship of effective communication to effective management?

III b: 2 Use copies of Teaching Aid 26, *Communication Activity—Geometric Designs*, in this activity. Divide the class into pairs and have them sit with their backs to one another. Give Partner A a copy of Figure #1. Partner A is to give instructions to Partner B on how to draw Figure #1 on paper without Partner B looking at the drawing of Figure #1. Partner B may not ask any questions, and Partner A should not see what Partner B draws. Repeat the activity with Figure #2, but have the partners exchange roles. During the second phase of the exercise, the partners may face each

COMPETENCIES		TEACHING STRATEGIES
		other and openly ask questions and discuss the drawing. Emphasize to students that a good communicator must possess strong language arts skills. KEY QUESTIONS: How does this activity illustrate the importance of clear communication? How could failure to communicate contribute to unsatisfactory relationships in intergenerational care programs?
SCANS: Interpersonal E. Negotiates	III b: 3	Lead a class discussion on the oral communication skills that are required of caregivers working in intergenerational professions. Distribute copies of Teaching Aid 27a, *Effective Communication Skills*, and Teaching Aid 27b, *One-on-One Communication*, as a student handout and discuss the guidelines for using the telephone and for effective one-on-one communication with others. Distribute copies of Teaching Aid 28, *Case Study: Telephone Communication*, to students. Have students read the case study and answer the questions. Have students discuss their responses with the class. Encourage students to follow the guidelines for effective communication as they encounter staff members, children, and adults in the care setting.
	III b: 4	Lead a class discussion on the use of appropriate and inappropriate terminology when speaking or writing about older adults and elderly individuals. Distribute copies of Teaching Aids 29a and 29b, *Guidelines for Speaking and Writing About the Elderly*, to students and have them complete the exercise. Have students share their responses to the examples with the class and continue to practice following these guidelines in all their communications.
SCANS: Information C. Interprets and Communicates Information **SCANS:** Interpersonal B. Teaches Others New Skills	III b: 5	Lead a class discussion about the importance of communicating differences when working with intergenerational groups. Display a transparency of Teaching Aid 30, *Communicating Differences*, or distribute it as a student handout. Students should read the statements silently and rate their positions based on their own interpretations. Then have students discuss in small groups of four any of the statements of which they hold different opinions. Only one person should speak at a time. The person speaking should not be interrupted. A listener earns the right to present his or her position only after stating the speaker's position and after the speaker gives the listener permission. The purposes are to let the listener understand the speaker's position and to understand how the listener thinks and feels about the subject. No one person is to monopolize the conversation; rather, it should be an equal exchange of ideas. This format of clarifying or repeating an opposing viewpoint before

presenting one's own opinion may be new to students and may need further clarification or example. Model the exchange of opinion with a student volunteer over a subject like, "School buses should be purple instead of yellow." After thirty minutes of small group discussions, ask representatives from each group to respond to these questions:

- How did you feel having someone repeat what you said before presenting her or his position?
- What effect did repeating the other person's comments have on you?
- How many of you changed your opinions on some issues?

SCANS: Interpersonal
F. Works with Diversity

SCANS: Thinking Skills
A. Creative Thinking
B. Decision Making
F. Reasoning/Critical Thinking

SCANS: Technology
A. Selects Technology

III b: 6 Assign the students to research a type of communication for individuals with special needs. Include lip reading, sign language, a machine called "TDD" (Telecommunications Device for the Deaf), a special computer for the visually impaired, Braille, and "ERICA" (the acronym for Eye gaze Response Interface Computer Aid) which responds to the gaze of a paralyzed person rather than to the touch. Divide the class into groups according to the type of communication they researched. Have students work cooperatively to prepare a presentation on their research to the class. Following the presentations, have students use creative thinking skills to suggest new ideas for helping individuals with special needs communicate. CRITICAL QUESTION: How can technology change society's perception of individuals with disabilities or other special needs?

SCANS: Basic Skills
D. Listening
E. Speaking

III b: 7 Lead a class discussion on the types of nonverbal communication and explain the role of nonverbal communication in human relationships. Have students identify effective and ineffective uses of nonverbal communication as well as destructive forms of nonverbal communication such as abusive behaviors. KEY QUESTIONS: How do verbal and nonverbal communication differ? How do people communicate messages through facial expressions, breathing patterns, voice tone, body position, muscle tone, and mannerisms? What are examples of situations in which verbal communication is especially important? What are examples of situations in which nonverbal communication is especially important? What are examples of situations in which a person sends a different message through verbal communication than he or she is sending through nonverbal communication?

COMPETENCIES

III c. Display an attitude of concern for time and energy efficiency, productivity, and quality of work.

Resources: Chapters 3, 22, 23
Child Care and Guidance, Management, and Services Reference Book

Chapter 4
Services for the Elderly Reference Book

SCANS: Resources
A. Time
D. Human Resources

TEACHING STRATEGIES

III c: 1 Lead a class discussion on dependability and punctuality in the workplace. Assign the students to use dictionaries, textbooks, or other references to define the words ***dependability*** and ***punctuality*** in the context of employees in the workplace. Have the students write a paragraph(s) explaining the importance of arriving at work five minutes early. Use Teaching Aid 31, *Dependability and Punctuality in the Workplace,* to assist the students in their investigation. Assign the students to complete the activity and share the reworded "True" statements with the class.

III c: 2 Use Unit 6, Module A, Characteristics Needed for Employment, from the *Skills for Life* teacher's resource materials, to assist with a class discussion on employee attitudes necessary for successful employment. Divide the class into groups to plan a care provider business. Have the students identify the number of employees needed and describe the desired employee attitudes of concern for time and energy efficiency, productivity, and quality of work. Have the students compare their lists and observe similarities and differences of the desired employee attitudes. Display two large colored sheets of paper in the room. One should be entitled, "Expectations of the Employer," and the other should be entitled, "Expectations of the Employee." Ask two volunteers to record the student responses on the sheets of paper. Have the students brainstorm and list what the care provider employer expects from the employee and what the employee expects from the employer. After the students have completed their lists of expectations, have them analyze the equality and reality of the lists.

III c: 3 Use Section 2H, Planning and Organizing Work, from the guide, *Essentials for Success: Based on the Common Essential Elements,* to assist the students in their investigation of efficient work productivity. Explain the planning process and the decision-making process. Have the students use dictionaries and other resources to define the following terms: ***alternatives***, ***decision making***, ***feedback***, ***goal***, ***organizing***, ***planning***, and ***value***. Review the terms using the "Hard Sentence" strategy. Give the students a list of five of the planning and decision-making vocabulary words. The first student to write down a meaningful and true sentence using all of the words wins. (The strategy may be varied by having the student with the longest or the shortest sentence win.) Have the students use the steps of decision making to plan a time schedule for the day. Have the students follow the schedule, check progress, and make necessary adjustments to the time schedule. KEY QUESTIONS: Did the

COMPETENCIES

TEACHING STRATEGIES

students make the best possible use of available time? How were the decisions and plans in keeping with the students' attitudes? Did the students accomplish everything they planned?

III c: 4 Use Section 2J, Time Management and Work Simplification, from the guide, *Essentials for Success: Based on the Common Essential Elements,* to assist with a class discussion on time and energy efficiency. Have the students brainstorm and list general rules for increasing the amount of work completed. Have the students share the lists and then compile a class list for a poster to display in the classroom. Discuss time wasters to avoid. Assign the students to select one time waster (procrastination, distraction, lack of delegation, unrealistic goals) and write a paragraph(s) explaining how it affected the completion of a task.

Language Arts

III c: 5 Explain work simplification, and ask the students to list the five principles and explain how each principle simplifies work. The five principles of work simplification include analyze the task, consider time, consider personal energy, select tools and supplies, and prepare the work area. Have the students use dictionaries, textbooks, or other references to define the following time management terms: ***delegate***, ***distraction***, ***external time wasters***, ***internal time wasters***, ***procrastination***, ***time wasters***, and ***work simplification***. To reinforce the vocabulary, have the students use simple stick figure drawings or magazine pictures to illustrate the meaning of the words and phrases. Make students aware that language arts skills are reinforced in this lesson. KEY QUESTION: How does work simplification affect time and energy efficiency, productivity, and quality of work?

III d. ***Apply required methods and sequences when performing tasks.***

Resources: Chapters 22, 23
Child Care and Guidance, Management, and Services Reference Book

Chapters 26, 27
Services for the Elderly Reference Book

III d: 1 Have the students use dictionaries, textbooks, and other references to define the words ***method*** and ***sequence***. Use the information in Section 2I, Applying Methods and Sequences to Tasks, found in the guide, *Essentials for Success: Based on the Common Essential Elements,* to assist with the class discussion. Explain that a ***method*** refers to the systematic procedure, process, or technique used to obtain an end result or goal. An important method used to accomplish most tasks is the decision-making process. Emphasize that the ***sequence*** is the order in which activities follow one another within a process or method. Each factor of a task can be examined when a method and sequence are applied. Stress that using the decision-making process enables em-

COMPETENCIES	TEACHING STRATEGIES

ployers and employees to make careful, informed decisions. Have the students brainstorm and list art activity teaching tasks that might be performed in a care facility. Use Teaching Aid 32, *Using the Decision-making Process to Choose a Course in Which to Enroll*, to assist the students in their investigation of the decision-making process. Have the students follow the decision-making process to choose which art activity to teach to either children or adults and role play the situation following the appropriate sequence of tasks.

SCANS: Thinking Skills
B. Decision Making
F. Reasoning/Critical Thinking

III d: 2 Divide the class into groups of two or three to develop a list of the factors involved in performing caregiver tasks. Assign each group a specific task such as preparing and serving snacks or meals, assistance with dressing, personal care, rest time, music activities, art activities, or arrival and departure activities. For example, when preparing and serving a meal, an individual must make logical decisions regarding the menu, groceries and supplies needed, the time and location of the meal, when to prepare each food item so that all food will be ready to serve at the same time, and how to serve, cleanup, and store the food. Have each group share their plans for the required methods and sequences when performing the various tasks. Arrange for the students to apply the methods and sequences while assisting in a child care or adult facility.

SCANS: Personal Qualities
A. Responsibility
C. Sociability
D. Self-Management

III d: 3 Have the students compile a booklet of methods and sequences required to perform caregiver tasks in adult or child care facilities. Examples might include tasks performed during arrival and departure times, tasks performed during mealtime, and tasks performed in preparation for rest time. Guide the students in consulting the following decision-making steps when they compose the methods and sequences of tasks:

- Identify the Problem
- Identify Values and Goals
- Seek Alternatives
- Compare Alternatives
- Make a Decision
- Accept Responsibility for the Decision
- Evaluate the Decision

The resulting compilation could be made into attractive, educational posters for the classroom as well as for the instructional message displays at child care or adult facilities. Point out to students that language competence includes sharing oral and written products in a variety of ways.

Language Arts

COMPETENCIES

TEACHING STRATEGIES

Science

III d: 4 Lead the students to brainstorm and list scientific and technological inventions that make it easier for individuals to perform tasks. To generate ideas, tell the students to imagine a day in the lives of their grandparents and think of the time it took them to perform routine activities at home and work as compared to individuals today. Emphasize the importance of science and technology in the advancement of home and business inventions. KEY QUESTIONS: How could tasks performed by grandparents differ from tasks performed today? In what ways would routine caregiver tasks such as personal care, food preparation, and laundry tasks have varied? What inventions enable workers today to spend less time and energy performing caregiver tasks? Have the students apply required methods and sequences when using technology to perform caregiver tasks.

III e. ***Follow housekeeping and maintenance procedures in the care setting.***

Resources: Chapters 10, 23, 24, 25, 26
Child Care and Guidance, Management, and Services Reference Book

Chapters 27, 28, 29
Services for the Elderly Reference Book

Science

III e: 1 Write the word ***ambiance*** on the board. Provide a dictionary and ask a student to read the definition. KEY QUESTION: Why are care facilities trying to create a certain ambiance for the comfort of individuals, staff, and visitors? Lead a class discussion on the duties and responsibilities of employees working in the following areas in a care facility:

- housekeeping services
- environmental services

Have the students work in small groups to outline an organizational plan for housekeeping and environmental services maintenance for a child or elder care facility. Have students include a list of the duties and responsibilities for employees working in the care setting.

III e: 2 Have each student research the methods of sanitizing that are used by hospitals, child care facilities, long-term care facilities, and adult care centers. Lead a class discussion concerning the results of the students' investigations. Science skills include knowledge of chemical and physical reactions that occur in sanitizing and cleaning agents. KEY QUESTIONS: What types of equipment and linens must be sanitized? What methods of sanitizing are commonly used? Is disposable equipment preferred? What is the difference between using disposable equipment and sanitizing equipment? What other methods of preventing the spread of infection are important to use in child and adult care settings?

III e: 3 Invite a science teacher to discuss with the students the science principles involved in the causes of odors. KEY

COMPETENCIES		TEACHING STRATEGIES
Science		QUESTIONS: What causes odors? How are odors best prevented in a care setting? What steps can be taken to prevent the development of odors in the care facility? Divide the class into small groups and assign each group one area of a child or adult care facility that might present a problem with odors. Have each group research and list effective ways to deodorize the area. Knowledge of the scientific principles of sanitizing, disinfection, and the prevention of odors is an important skill for professionals working in child and adult care settings.
	III e: 4	Have students brainstorm and list housekeeping and maintenance services which would need to be contracted out. Services might include window washing, trash removal, pest control, dry cleaning and laundry services, care of upholstery, and care of plants. KEY QUESTIONS: Why is it necessary to contract some of the maintenance tasks? What type of contract would be needed? What should be included in the contract? Who might be responsible for purchasing these services? What costs are involved in contracting maintenance services for a care facility?
SCANS: Information B. Organizes and Maintains Information	III e: 5	Assign each student to research and prepare a card file to record procedures for cleaning different areas of a care facility. Suggested areas might include bathrooms, play areas, food service areas, rest areas, and offices. Make students aware of the different procedures required for different surfaces such as hard-surface floors, carpeted floors, painted walls, and wallpapered walls. Encourage the students to collect written department policies on cleaning and care of the equipment, rooms, and supplies from care facilities.
III f. Assist with management procedures in the care setting. **Resources:** Chapters 23, 24, 25 *Child Care and Guidance, Management, and Services Reference Book* Chapters 1, 15, 16 *Services for the Elderly Reference Book*	III f: 1	Invite a computer teacher or computer specialist to discuss computer applications and software that assist in management of care facilities and small businesses. As a class, develop questions for the speaker in advance. Have students write thank you letters to the guest speaker.
Mathematics	III f: 2	Divide the class into small groups. Have some groups prepare a financial report for a child care center and other groups prepare a financial report for an adult care center. If possible, show an example of the financial report from the school-based child care center. Have the students consider the following questions: • What overhead is involved? • What income is needed just to cover the expenses?

COMPETENCIES

TEACHING STRATEGIES

- What is needed for a profit?
- What base is used for determining salaries of employees?

SCANS: Basic Skills
C. Arithmetic/Mathematics

Have the groups present their reports to the class. Point out to students that mathematics skills are needed in the financial management and operation of a business. KEY QUESTION: What financial management skills are needed by the owner or director of a center?

SCANS: Resources
A. Time

SCANS: Thinking Skills
C. Problem Solving

III f: 3 Provide students with copies of daily schedules from child and adult care centers. Discuss the schedules with the students. KEY QUESTIONS: Why is it important for caregivers to consider the developmental needs of children and adults when planning a daily schedule for the care setting? Why is it important to establish and maintain regular routines? Why is it important to provide for a variety of activities? Why is it important for some activities to be sedentary and others be more active?

SCANS: Interpersonal
A. Participates as Member of a Team

SCANS: Thinking Skills
B. Decision Making
C. Problem Solving
F. Reasoning/Critical Thinking

III f: 4 Ask the students to imagine being the director of a child or adult care center. A food service assistant has just been hired to assist the director with food service management. Have each student work with a partner to develop a list of duties and responsibilities the director and the food service assistant would have in the food service management for the child or adult care facility. Have the groups share their lists with the class.

III g. Follow procedures for records maintenance in the care facility.

Resources: Chapters 23, 26
Child Care and Guidance, Management, and Services Reference Book

III g: 1 Review with students the regulations for records maintenance found in the minimum standards publications available from the Texas Department of Human Services. It would be helpful to have several copies available for student use. KEY QUESTIONS: What types of records are required? What are the reasons for maintaining these types of records?

III g: 2 Divide the class into small groups and have each group design a records form that could be used in a care facility to maintain needed information on individuals enrolled in the program at the care facility. Have each group explain the reporting form which they developed. KEY QUESTIONS: What information is included on the form? Is enough space provided to record the information? too much space? Is the chart so long that it is awkward to use? What space is provided for general information? What space is provided for specific information? What changes are needed on the form?

COMPETENCIES

TEACHING STRATEGIES

III g: 3 Lead a class discussion on the types of employee records that must be maintained by the care facility director/manager. Invite the school district personnel director or a personnel director from private industry to share with the students information on personnel records that must be maintained by employers. KEY QUESTIONS: What type of information is kept in employee records? Who is responsible for keeping the information accurate and current? Who has access to employee records?

SCANS: Technology
A. Selects Technology

III g: 4 Have the computer teacher or a representative from a computer store acquaint students with software that could be used for maintaining inventory records on equipment and supplies. If possible, arrange for a demonstration of the software for the class. If computers are available, have students practice keeping an inventory of items in the classroom laboratory.

III h. Follow procedures for managing supplies and equipment.

Resources: Chapters 5, 24, 25, 26
Child Care and Guidance, Management, and Services Reference Book

Chapter 21
Services for the Elderly Reference Book

Mathematics

III h: 1 Have a student volunteer interview a child care director or adult care director about purchasing, storing, and replacing materials and equipment, or invite the director to speak to the class. KEY QUESTIONS: What percentage of the budget is used to provide the supplies and equipment for the care center? How are needs prioritized? How is the budget affected if income drops due to decreased enrollment? Point out to students that knowledge of mathematics concepts related to percentages is needed in management positions.

III h: 2 Lead a class discussion on the importance of supplying appropriate materials and equipment for children and adults in care settings. Have the students list guidelines that could be used when selecting, organizing, and maintaining materials. Guidelines might include the following:

- Select items that are the appropriate size, in good condition, and function properly.
- Provide all the supplies necessary for each project or activity.
- Choose materials suited to the developmental level of children or ability of the adults who will be using the materials.
- Keep supplies and equipment well-organized.
- Provide a wide variety of materials to encourage creativity.

III h: 3 Divide the class into three groups to research and report on proper food storage techniques. Assign one group to study

COMPETENCIES

TEACHING STRATEGIES

Science

freezer storage, one to study refrigerator storage, and one to study dry (shelf) storage. Have students use the library or home economics textbooks to find detailed storage information. The reports should contain the following information:

- proper storage temperatures
- methods for rotation of food items
- methods for keeping track of the inventory

Each group should select a leader to report the results of the research to the class. Remind students that the study of food safety includes reinforcement of science principles.

III h: 4 Arrange for the class to take a learning tour to a child care center and an adult care center. Have the students observe the use of indoor and outdoor space and the equipment and supplies needed for various indoor and outdoor activities. Lead a class discussion on the results of the students' observations. KEY QUESTIONS: What activities are provided indoors and outdoors at each center? What types of equipment promote the use of small-motor skills? What types of equipment promote the use of large-motor skills? What storage facilities are needed for various activities? How is the space planning similar in the two centers? How is it different?

III i. ***Plan daily schedule for the care facility.***

Resources: Chapters 10, 22, 24
Child Care and Guidance, Management, and Services Reference Book

Chapter 17
Services for the Elderly Reference Book

III i: 1 Have students read the information on daily routines and schedules in Chapter 10, Daily Routines, Chapter 22, Facility Management, and Chapter 24, Curriculum Management, in the *Child Care and Guidance, Management, and Services Reference Book,* and Chapter 17, Exercise For The Elderly, in the *Services for the Elderly Reference Book.* Lead a class discussion on the importance of schedules and routines in the lives of children, the elderly, and dependent adults. KEY QUESTIONS: How do daily routines provide individuals with a sense of security and a sense of time? What types of activities should be planned prior to mealtime or rest time? What are the advantages of regular schedules and routines? What are the disadvantages of regular schedules and routines?

III i: 2 Obtain sample schedules from several child and adult care businesses. Have the students review the schedules and write a brief paper on the differences and similarities of the schedules. KEY QUESTIONS: How are the schedules similar? How are they different? In what ways do the schedules reflect the different needs of the centers?

COMPETENCIES		TEACHING STRATEGIES
SCANS: Resources A. Time **SCANS:** Thinking Skills A. Creative Thinking B. Decision Making	III i: 3	Have students list the factors that affect daily scheduling on separate slips of paper using the information in Chapter 24, Curriculum Management, of the *Child Care and Guidance, Management, and Services Reference Book.* Prepare enough slips for each student to draw one. Have students prepare a daily schedule based on the factor affecting daily scheduling that they drew. Ask the students to share information about the schedules with the class. Lead a class discussion on the importance of considering all daily scheduling factors when making a practical schedule.
	III i: 4	Invite a caregiving professional to speak to students on the importance of planning flexibility into daily schedules. Ask the resource speaker to share some experiences regarding what can happen if a schedule is not flexible. Ask the students to prepare questions for the speaker in advance. Have the students take notes and write a summary of the information.
	III i: 5	Use Teaching Aid 120, *Daily Schedules: Planning the Sequence of Events,* in the *Child Care and Guidance, Management, and Services Curriculum Guide,* to assist the students in their investigation. Supply students with two or three sample daily schedules from various child and adult care facilities. Have each student prepare a written evaluation of the sample schedules according to the guidelines presented on the Teaching Aid.
III j. Implement daily schedule for the care facility. **Resources:** Chapters 10, 22 *Child Care and Guidance, Management, and Services Reference Book* **SCANS:** Interpersonal A. Participates as Member of a Team **SCANS:** Thinking Skills C. Problem Solving F. Reasoning/Critical Thinking	III j: 1	Use Teaching Aid 119, *Sample Well-Balanced Schedules,* in the *Child Care and Guidance, Management, and Services Curriculum Guide,* to assist the students in their investigation of scheduling for child and adult care facilities. Lead a class discussion on the differences in the schedules for toddlers and preschoolers. Divide the class into five groups and have each group plan a daily schedule for a different age group. Include infants, toddlers, preschoolers, school-age children, and elders as the group assignments. Have the students plan the schedules and present their work to the class. Arrange for the students to work with child and adult caregivers to assist with scheduled activities. Have the students compare the schedules they made with the schedules at the care facility. KEY QUESTIONS: Why is it important for caregivers to consider the developmental needs of individuals when planning the daily schedule? How does the length of time the individuals are attending the care facility influence the schedules?

COMPETENCIES

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III j: 2 Have the students brainstorm and list themes useful in carrying out activities in a care facility. Examples might include holidays, birthdays, and awareness weeks/months such as National Dental Health Month or National Intergenerational Week (celebrated in May during the week following Mother's Day). Have each student choose one theme and develop it with activities to meet a goal and several objectives. KEY QUESTIONS: How can a theme be used effectively in developing a curriculum in a care facility? How does the difference between structured and unstructured care settings affect the types of activities that are planned? Have the students make advertising posters for the bulletin boards at a care facility to promote the theme of scheduled activities. Work with a care facility to arrange for the students to implement the theme of the scheduled activities with the children, elders, or dependent adults.

III j: 3 Have the students use the dictionary to define the words ***routine*** and ***schedule***. Lead a class discussion to help the students discriminate between a routine and a schedule. KEY QUESTIONS: What is the difference between a routine and a schedule? How can these concepts help caregivers develop an orderly environment aimed at accomplishing established goals and objectives? What do you think is the greatest value received from establishing routines in a care facility? What determines the type of schedule a care facility develops? How can individualized attention and special needs of the individuals be provided in a care facility?

III j: 4 Divide the class into groups of two or three to develop a schedule for a child or adult care facility. Have the students identify the number of individuals involved, the number of staff members, the size and type of center, and the hours per day the center is in operation. Have the students consider the following when planning the schedule:

- Goals and objectives of the facility
- Age-appropriateness of the activities
- Time schedule—how much time will be used for each activity
- Room arrangement to accommodate the planned activities
- General routine of the facility
- Flexibility
- Special needs of individuals
- Including children or adults in planning and decision making about the activities
- Materials and supplies needed
- Furnishings and equipment needed

COMPETENCIES		TEACHING STRATEGIES
		Have the students examine the plans of each group and identify ways in which the activities help accomplish the goals and objectives, including suggestions for improvement. KEY QUESTIONS: What goals or objectives are met by the scheduled activities? Is time used efficiently and effectively to meet the objectives and the needs of the participants? What improvements are needed in the schedule? Arrange for the students to implement selected parts of the schedule in a care setting.
Language Arts **SCANS:** Basic Skills B. Writing D. Listening	III j: 5	Invite a kindergarten or preschool teacher to explain curriculum planning, equipment, safety, routines, activities, and scheduling procedures for young children. Have the students take notes and write a report summarizing the information presented by the resource speaker. Instruct the students to write thank you letters to the guest speaker. Make students aware that they have exercised language arts skills during this activity.
III k. ***Report needs of individuals to the appropriate administrator or supervisor.*** **Resources:** Chapter 3 *Child Care and Guidance, Management, and Services Reference Book*	III k: 1	Have students review Teaching Aid 22, *Accident Report Form*, in the *Child Care and Guidance, Management, and Services Curriculum Guide.* Lead a class discussion on the importance of reporting accidents in child and adult care settings. KEY QUESTIONS: Why is it important for the director to be aware of any accidents? To whom should an employee report accidents? Why is it important to file accident reports at the center? Why is it important to inform parents and/or family members about an accident?
	III k: 2	Invite an attorney or a social worker to talk with the students about reporting suspected cases of child, adult, or elder abuse. Ask the speaker to discuss laws relating to abuse and to emphasize the consequences of not reporting suspected abuse. Have students prepare questions for the speaker in advance. KEY QUESTION: When an employee suspects abuse of an individual in a care setting, what steps should be taken to report the suspected abuse? Ask each student to prepare a one-page written report summarizing the information given by the speaker. Instruct students to write thank-you letters to the guest speaker.
	III k: 3	Divide the class into groups of three and have each group role play the steps for reporting needs of individuals to the appropriate persons. In each group, one student should play the role of the employee, one student should play the role of the supervisor, and the other student should play the role of

COMPETENCIES	TEACHING STRATEGIES
	the child or adult in the care facility. Have students create the story behind the role play using realistic situations that might occur in the care setting. Remind students that the employee must follow the "chain of command." Point out to students that understanding how to handle these types of situations is an important employability skill.

COMPETENCIES	TEACHING STRATEGIES
	SUGGESTED ACTIVITY FOR THE OCCUPATIONAL SETTING Arrange for students to interview a caregiving professional regarding procedures followed when recording client information. As a class, prepare interview questions to be used during the interview. Have the students write a follow-up report.

COMPETENCIES

IV. Growth and Development Across the Life Span

IV a. Describe appropriate life span development stages.

Resources: Chapters 1, 2
Services for the Elderly Reference Book

Language Arts

SCANS: Basic Skills
A. Reading
B. Writing
E. Speaking

SCANS: Interpersonal
A. Participates as Member of a Team

SCANS: Thinking Skills
A. Creative Thinking

SCANS: Information
A. Acquires and Evaluates Information

SCANS: Basic Skills
E. Speaking

TEACHING STRATEGIES

IV a: 1 Present information on the current expected life span as well as expected life spans in the past years. Display a transparency of Teaching Aid 33, *The Graying of America*, to assist with the class discussion. KEY QUESTIONS: How has the expected life span changed? What factors may be responsible for the change? What personal benefits are associated with an increased life span? What personal problems are associated with a longer life span? How does an increasing life span affect society? How does an increasing life span affect the government? Refer to Chapter 1, Understanding the Elderly in the United States, in the *Services for the Elderly Reference Book*, to assist with the presentation.

IV a: 2 Divide the class into eight groups. Have each group research a stage of the life span, prepare an illustrated talk, and present it to the class. Display a transparency of Teaching Aid 34, *Life Span Stages*, to assist with the assignment. Refer to the *Star Event Guidebook* available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas, for detailed guidelines on presenting an illustrated talk. Use Teaching Aid 35, *Illustrated Talk Evaluation Sheet*, to evaluate the presentations. Point out to students that language competence includes sharing oral and written products.

IV a: 3 Have groups design an observation report form for the assigned stage in the life span which they researched in IV a: 2. Provide large sheets of construction paper and markers for each group to display the observation report form. Have each group explain the observation report form to the class. Comment on items which are omitted and items which are not needed. Have a group representative use a computer to type the observation report form. These forms will be used in IV a: 4.

IV a: 4 Arrange for learning tours for students to observe individuals in each of the following life span stages: (1) an infant child care center or neonatal unit at a local hospital; (2) a toddler class in a child care center or a church nursery; (3) a preschool age child care center; (4) a classroom at an elementary school; (5) a young adult class at a YWCA, YMCA, a craft class, or a childbirth preparation class; (6) a middle-aged adult meeting in a Parent/Teacher Organiza-

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tion, a business meeting, or a club meeting; (7) a retirement home, a senior citizens' center, or a craft class for the elderly; and (8) a care center for the elderly. Have students complete an observation sheet designed in IV a: 3 for each age group they observe. After the observations have been completed, divide the class into groups giving each a different life span stage. Have groups discuss their observations and present their findings to the class. If learning tours are not possible, consider video tapes of each group. KEY QUESTIONS: Are the individuals in each group at the same maturity level? What would cause some to be more mature than others? Do all individuals in each group have the same personality? What factors would cause the difference? Do all adults in one group show the same leadership ability, the same interest, the same concern for others, or the same self-esteem? Why? What determines these differences?

Language Arts

IV a: 5 Assign students to interview an individual in each of the following life span stages: (1) one of their classmates; (2) a young adult, preferably a young mother or father; and (3) a middle-aged adult with a family, including teenagers and/or elementary age children. As a class, prepare interview questions for each individual. Have students share orally the results and the information gathered from the interviews concerning the different life span stages. Compile a list on the board of information gained about each stage. Make the students aware that they have exercised language arts skills in the interview and by orally sharing their results. KEY QUESTIONS: What are the advantages during each life span stage? What are the main expenditures incurred during each life span stage? How does marital status affect individuals during each of the stages? How does parenthood affect individuals during each of the stages?

SCANS: Information
C. Interprets and Communicates Information

IV a: 6 Have students interview an elderly individual about his or her childhood and how families have changed over the years. Distribute a copy of Teaching Aid 36, *Interview Questions*, to each student. After the interview, have the students discuss their conclusions about the strengths and changes of lifestyles of the past and present.

SCANS: Thinking Skills
A. Creative Thinking
F. Reasoning/Critical Thinking

IV a: 7 Have students use Teaching Aid 36, *Interview Questions*, to interview their parent(s), grandparent(s), or their great-grandparent(s). As the students complete the conclusions on each interview sheet and compare these, have them list the things which: (a) make them grateful to their parent(s) and grandparent(s), (b) have helped to mold their personality and their character, and (c) they would like to have

COMPETENCIES

TEACHING STRATEGIES

become part of their family traditions and strengths when they have a family.

IV b. ***Explain principles of growth and development.***

Resources: Chapters 7, 11
Child Care and Guidance, Management, and Services Reference Book

Chapters 1, 5, 6, 7, 8
Services for the Elderly Reference Book

Language Arts

SCANS: Basic Skills
B. Writing

SCANS: Information
B. Organizes and Maintains Information

IV b: 1 Display a transparency of Teaching Aid 59, *Principles of Development*, found in the *Child Care and Guidance, Management, and Services Curriculum Guide* to assist with a class discussion on the principles of development. Explain the general principles of physical, mental/intellectual, social, and emotional growth and development of children. Have students give examples of each principle in all four development areas. Arrange for students to observe two children the same age for ten minutes. Have students write a report telling how the children they observed are developmentally similar and how they are different. Make students aware that language arts skills are reinforced in this activity. KEY QUESTIONS: What is a specific example of interrelated development? What is an example of a sequence or "step-by-step" pattern of development? What is an example of a developmental task that is similar for every child? How might a setback in physical development affect emotional development? How might a setback in mental/intellectual development affect social development?

IV b: 2 Have students plan ways in which the developmental tasks in infancy, early childhood, and middle childhood could be emphasized in a child care facility curriculum. Have each student record the developmental task activities in a notebook to use for curriculum planning. Use Chapter 7, Principles and Areas of Development, in the *Child Care and Guidance, Management, and Services Reference Book,* to assist students in their investigation. Arrange for students to observe in a child care facility. Assign students to complete a descriptive log of observed activities which promote developmental tasks. Have students compare their lists of activities with the observed activities and add developmental task activities to their personal curriculum planning notebook. KEY QUESTIONS: What are developmental tasks? How are activities which promote developmental tasks in infancy different from those needed in middle childhood? Which activities are similar for infancy, early childhood, and middle childhood? What are the four areas in which development takes place?

IV b: 3 Describe the principles of growth and development of young children. Use Chapter 11, Principles and Areas of Development, in the *Child Care and Guidance, Manage-*

COMPETENCIES

TEACHING STRATEGIES

ment, and Services Reference Book to assist with a class discussion. Use the "Wheel of Development" review game to review the principles. Use a color wheel with a spinning dial from an old game. Prepare a group of questions for each color on the color wheel. Have the students take turns spinning the dial and answering the appropriate questions about growth and development. The student who answers the most questions of one color or the most total questions wins. (Another method of scoring would be to assign a certain number of points to the color groups. The students who correctly answer questions from a certain color group receive the assigned number of points. Announce that the student with the most points at the end will be the winner.)

SCANS: Thinking Skills
E. Knowing How to Learn

IV b: 4 Have the students brainstorm and list foods rich in calcium. Remind the students that whether they are six or sixty, they need calcium. Contact an appropriately-credentialed dietician to speak to the class about using calcium supplements for the elderly. KEY QUESTIONS: What foods can be eaten if a person doesn't like to drink milk? Should elderly people take calcium supplements? Why?

IV b: 5 Lead a class discussion on the importance of weight control during the age span of older adults and the elderly. KEY QUESTIONS: What patterns concerning weight do you notice in people in the older adult and elderly age span? Why do some older adults and elderly people begin to gain weight during this age span? Why do some older adults and elderly people lose weight? What can the caregiver, either professional or family member, do to help the older adult or elderly person maintain ideal weight? Refer to Teaching Aid 37, *Control Your Weight*, to assist with the discussion.

Mathematics

SCANS: Interpersonal
A. Participates as Member of a Team
D. Exercises Leadership

SCANS: Basic Skills
C. Arithmetic/Mathematics

IV b: 6 Divide the class into groups of three or four. Arrange food models on tables in cafeteria style. Provide paper plates for each group to select foods for three meals and two snacks which would be rich in calcium but help maintain weight. If the class is large, one group may need to select their foods, discuss them with the class, return the models to the table, and then another group allowed to select their foods. Other students could be involved in planning their meals. Have students use Appendix G, *Food Composition Table*, and calculate the total amount of calcium and other nutrients received from the meal which they selected. Remind students that computational skills were used during this activity.

COMPETENCIES		TEACHING STRATEGIES
SCANS: Thinking Skills A. Creative Thinking F. Reasoning/Critical Thinking	IV b: 7	Divide the class into small groups. Provide each group with posterboard or large construction paper and markers. Have each group design a bulletin board to depict ways in which older adults and elderly individuals can continue to develop to find life more meaningful. Ideas could include reminiscing, making new friends, travelling, continuing education—finishing high school and/or college, volunteering, grandparenting, new educational programs, new crafts and hobbies, political involvement, new activities and interests, gardening, and other things which they may not have had time to do while rearing their families. Have each group describe their bulletin board, then display the group's poster in the classroom.
Language Arts **SCANS:** Personal Qualities A. Responsibility C. Sociability	IV b: 8	Have each student write a multi-paragraph story entitled, "What I Will Be Doing In Fifty Years." Students should include physical health, career goals, financial status, leisure time activities, and family relationships. Have volunteers share their stories with the class. Emphasize that sharing written products provides exposure to the writing style of others as well as verbal experience. KEY QUESTIONS: What healthy lifestyle practices are you applying now so you will be able to have an active and meaningful life during the later life span stages? What activities and hobbies do you have now that you can continue to pursue throughout your lifetime?
IV c. Describe factors affecting the growth and development of children. **Resources:** Chapters 4, 11, 12, 13, 14 *Child Care and Guidance, Management, and Services Reference Book*	IV c: 1	Have the students work in groups of two to list factors which affect the social, emotional, physical, and mental/intellectual growth and development of children. Examples might include family background, family structure, ethnicity, religion, income level, mobility, divorce, illness, death, friends, television, movies, fears, nutrition, heredity, self-esteem, attitudes, sensory experiences, gender identity, beliefs, educational achievement, pressure to achieve, or communication within the family. Have students share their lists with the class. Lead a class discussion about how these factors affect a child's development.
Language Arts **SCANS:** Interpersonal A. Participates as Member of a Team D. Exercises Leadership	IV c: 2	Divide the class into groups of two or three and have them write role plays addressing the factors affecting a child's development. Assign roles and have students role play ways caregivers might resolve the problems. As students write for various purposes and audiences, point out the different writing styles used. Examples of role plays include the following: • Parent cannot provide everything a child wants.

COMPETENCIES	TEACHING STRATEGIES
	• Children are impressed by a friend's lifestyle. • Child is emotionally affected by the death of a parent. • Parent will not listen to the child. • Parents move to a new city. • Child is much shorter in height than most of her or his friends. • The middle child in a family is jealous of an older sibling. • A parent constantly makes negative remarks to the child. • Parents allow a child free choice about when and what to watch on television. • Stepchildren in the same home quarrel and fight with each other. • Child needs an adult role model of the opposite sex. • Child does not approve of a parent dating. Lead a class discussion to evaluate the solutions presented in the role plays. Discuss how different cultures could affect solutions to each of the situations. Have students write different solutions to each of the role plays.
SCANS: Basic Skills D. Listening	IV c: 3 Arrange for a family counselor or child psychologist to discuss the effects of family transitions on a child and the evidence in a child's behavior that indicates difficult changes are occurring in the child's life. Examples might include the birth of a new sibling, moving to a different location, serious illness of a family member, death of a parent or grandparent, divorce of parents, or remarriage of parents. KEY QUESTIONS: How do these factors affect a child's growth and development? How can caregivers identify family transition points in a child's life? How might caregivers respond to the child's special needs during different types of transitions?
IV d. ***Recognize developmental needs and differences in children of various ages.*** **Resources:** Chapters 11, 12, 14 *Child Care and Guidance, Management, and Services Reference Book* **SCANS:** Basic Skills B. Writing	IV d: 1 Have the students define and give examples of ***gross-motor skills*** and ***fine-motor skills***. Use Chapter 12, Physical Development, in the *Child Care and Guidance, Management, and Services Reference Book*, to assist students in their investigation. Arrange for students to observe in an infant, toddler, and preschool classroom. Have them observe and record gross-motor and fine-motor skills exhibited by the children in each age group. Have students write a report, identifying the physical development needs and differences in the children in the three age groups. KEY QUESTIONS: What is the most important types of motor development which occurs during the stages of infancy and toddlerhood? toddlerhood and preschool?

COMPETENCIES	TEACHING STRATEGIES
Language Arts **SCANS:** Basic Skills B. Writing E. Speaking	IV d: 2 Use Teaching Aid 38, *Social/Emotional Development: Ages Birth to Four*, and Teaching Aid 39, *Group Worksheet*, to assist students in planning and presenting research information to the class. Have students read Chapter 13, Emotional and Social Development, in the *Child Care and Guidance, Management, and Services Reference Book*, to assist in their investigation. Guide students to employ language arts skills through reading and interpreting materials, then by expressing thoughts in writing. Divide the class into groups of two or three. Have each group make a transparency listing the emotional and social development of infants, toddlers, or preschool children. Each list also should include the positive ways caregivers could react to each area of development. Arrange for students to observe social and emotional displays in infants, toddlers, or preschool children in a child care facility. Assign groups to write a report on the observations. The report should include a description of the social and emotional display, a description of the events that led to the display, and the reactions of peers and caregivers. KEY QUESTIONS: Did caregivers respond appropriately? If not, how could the caregiver have responded differently? Have the students make a picture representing the age group assigned. Have the groups present the research project information to the class.
Language Arts **SCANS:** Basic Skills B. Writing	IV d: 3 Have students read Chapter 14, Mental/Intellectual Development, in the *Child Care and Guidance, Management, and Services Reference Book*, to assist in their investigation of the stages of intellectual development. Divide the class into three groups and assign each group a stage of Jean Piaget's cognitive development. Use Teaching Aid 39, *Group Worksheet*, to assist students with their study. Have students prepare a transparency with the important points about each stage of mental/intellectual development. Have groups of students show and explain the information using their transparencies as teaching aids. Arrange for students to observe infants, toddlers, and preschoolers in a child care facility for the different development needs and differences in children of various ages. Have students write a report describing their observations.
*IV e. **Describe the emotional, physical, psychological, cultural, and social needs of dependent adults.***	IV e: 1 Write this statement on the board: "Everyone experiences the same basic emotions, yet each person feels and expresses emotions in different ways." Have students list the basic emotions which all ages experience. Instruct students to select an incident which happened to them recently, or in

COMPETENCIES

TEACHING STRATEGIES

Resources: Chapters 5, 6, 7, 8
Services for the Elderly Reference Book

SCANS: Thinking Skills
A. Creative Thinking
E. Knowing How to Learn
F. Reasoning/Critical Thinking

the past, and draw a picture of the incident and the way they reacted emotionally. KEY QUESTIONS: What emotions were displayed? How did they handle their emotions? Do they feel they handled their emotions appropriately? Why? Draw corresponding pictures showing how an older adult or elderly individual would have reacted when they were teenagers, and how they might react now. Have the students explain their drawings to the class. KEY QUESTIONS: Why might older adults or elderly individuals have reacted differently when they were teenagers? Why do people react differently to the same situation? What are your emotional needs? What are the emotional needs of the elderly? What are losses that older adults or elderly individuals might experience which may effect their emotional well-being? What can caregivers do to help older adults and elderly individuals meet their emotional needs? Refer to Chapter 6, Emotional Needs of the Elderly, in the *Services for the Elderly Reference Book*, to assist with the discussion on the emotional needs of the elderly.

Language Arts

SCANS: Basic Skills
B. Writing

IV e: 2 Assign students to think about an elderly individual they know. Have them consider the physical changes which have occurred with aging. Changes might include vision changes, hearing loss, wrinkling of skin, loss of hair, decrease in height, drooping of the shoulders, weight gain or loss, changes in strength, changes in reflexes, shortness of breath, or difficulty in walking. Have students write a short essay describing the physical changes that have occurred with aging for the person they selected. Remind students that they are using language arts skills while composing the essay. Have students read Chapter 5, Physical Needs of the Elderly, in the *Services for the Elderly Reference Book*, to assist in their understanding of why the above physical changes have occurred. Discuss what caregivers can do to lessen the effects of physical changes on the elderly.

SCANS: Thinking Skills
D. Seeing Things in the Mind's Eye
E. Knowing How to Learn

IV e: 3 Lead a class discussion about how caregivers can help preserve a person's independence and encourage individual initiative. Independence and self-responsibility are important in the lives of all persons, including elderly individuals. It is important for the caregiver to show warmth, understanding, and patience. Have students work in small groups to demonstrate the following experiments related to the senses and mobility of the elderly. As a class, have students describe the difficulties they experienced.

- Wrap each knee with an elastic bandage to simulate stiff knees; then try walking and sitting.
- Wrap an elastic bandage around an elbow; then try to

COMPETENCIES

TEACHING STRATEGIES

drink water from a cup.

- Tape two fingers together; then try to button a shirt.
- Wear petroleum-covered sunglasses; then try to read.
- Place cotton balls in your ears; then see how well you can hear.
- Wear a pair of gloves and try to pick up a dime.
- Hold your nose with your left thumb and index finger; then try to smell an orange; also eat a piece of an orange and assess the taste.
- Use a walker for a few minutes; then try to carry something while using the walker.

Refer to Chapter 5, Physical Needs of the Elderly, from the *Services for the Elderly Reference Book*, to assist in a discussion of the ways to lessen the effects of physical change on the elderly.

Language Arts

SCANS: Basic Skills
A. Reading
B. Writing

IV e: 4 Have students research psychological or mental changes that occur as a person ages. Topics could include changes in memory functions, slowing down of mental processes, the relationship of diet and poor nutrition to mental problems, organic disorders, and functional disorders. Have each student prepare a written report. Remind students that this exercises language arts skills. Display a transparency of Teaching Aid 40, *Mental Changes and the Elderly*, to assist students with their research. Have students refer to Chapter 7, Mental Needs of the Elderly, in the *Services for the Elderly Reference Book*, for additional information.

SCANS: Information
C. Interprets and Communicates Information

IV e: 5 Have students read Chapter 8, Social Needs of the Elderly, in the *Services for the Elderly Reference Book*. Assign students to read a short story or watch a television program or movie involving older adults or elderly individuals. Have students make a list of examples in which the emotional, cultural, or social needs of the characters were met and have them share these with the class along with a short synopsis of the story and the roles that were played by the older adults or elderly individuals in the story. KEY QUESTIONS: What are the social roles and why are they important? What social roles did the characters in the story or program play? How is cultural background related to social needs? How can a caregiver assist an individual with disabilities to become involved in social activities? How can a caregiver assist the elderly individual with entertaining at home? Have students read the entertainment section of the paper. List the cultural activities such as dramas, concerts, or other activities which older adults and elderly people could enjoy. Discuss the number of available activities and the accessibility of attending these events for older adults or elderly

COMPETENCIES		TEACHING STRATEGIES
		individuals. KEY QUESTION: How can caregivers plan or provide for the social welfare of the individuals for whom they care?
IV f. ***Identify special needs conditions.*** **Resources:** Chapter 20 *Child Care and Guidance, Management, and Services Reference Book* Chapters 5, 6, 7, 8 *Services for the Elderly Reference Book* *Language Arts*	IV f: 1	Display a transparency of Teaching Aid 41, *Special Needs Conditions,* to assist students in arriving at a definition of ***special needs***. Divide the class into small groups and assign each group a special needs condition. Have each group prepare a chart of the special needs condition which includes the following information: • a description of the special needs condition • the effects on the individual with the special need • the effects on the family members • the life span stage at which the special need may occur • the estimated cost of care and treatment Have each group present an oral report to the class using the chart which they have prepared. Emphasize to students that they are practicing language arts skills in preparing charts and sharing them orally.
	IV f: 2	Lead a class discussion on the characteristics of special needs conditions. Include sensory impairments (vision and hearing), mental impairments, learning disabilities, speech and language disorders, behavioral problems, giftedness, and physical disabilities, including deformities and diseases of the spine, bones, muscles, and joints as well as other health conditions. KEY QUESTIONS: How can understanding the nature of a special needs condition be helpful to caregivers in working with children? Why is it important for caregivers to realize that each child is unique?
SCANS: Information C. Interprets and Communicates Information	IV f: 3	Lead a class discussion regarding the need for a family to develop strategies to cope with short-term and long-term special needs conditions. Divide the class into groups, and have each group select a role play subject from Teaching Aid 42, *Role Plays for Coping with Special Needs Conditions*. Have each group create role plays illustrating changes in families that result from the needs identified. Role plays should also illustrate how the families might cope with the situation. If a group needs help, provide factual information for them to read about the specific needs conditions. After several minutes of preparation, have the groups introduce their situations and present the role plays. KEY QUESTIONS: How did the special needs condition impact the families? What methods of coping were illustrated in the role plays? What are other ways that families might cope

COMPETENCIES

TEACHING STRATEGIES

with this situation? What physical adjustments are necessitated by the special needs condition of a family member? What emotional adjustments are needed as a result of the special needs condition of a family member?

IV f: 4 Display a transparency of Teaching Aid 101, *Traits Associated with Learning Disabilities*, from the *Child Care and Guidance, Management, and Services Curriculum Guide*, to assist with a class discussion on learning disabilities. Point out that a child with a learning disability may exhibit only a few of these traits, and that from time to time children of all ability levels exhibit some of these behaviors. KEY QUESTIONS: When are learning disabilities likely to be discovered? If a child exhibits several of these traits, does it mean that the child has a learning disability? What other factors might account for these behaviors in young children?

IV f: 5 Display a transparency of Teaching Aid 102, *Signs Which May Indicate Visual Impairments: A Check List*, from the *Child Care and Guidance, Management, and Services Curriculum Guide*, and Teaching Aid 43, *Defining Hearing Impairments*, to assist with a class discussion on visual and hearing impairments. KEY QUESTIONS: How long would you need to observe or care for a child before completing the checklist? Why is it important to report your observations, even if only one sign is observed? What is the significance of the division line between hard of hearing and deaf?

IV f: 6 Lead a class discussion regarding attitudes which families need to successfully cope with special needs conditions of one of their members. KEY QUESTIONS: How is the family's acceptance of the special needs condition related to coping? How does a family member's attitude affect the person with the special needs condition? How is cooperation important when family members are required to take on changing roles as a result of another's condition? Lead a class discussion about the need for family caregivers to consider personal needs, along with the needs of the family member, in order to cope successfully.

SCANS: Information
A. Acquires and Evaluates Information
B. Organizes and Maintains Information

IV f: 7 Provide telephone directories for the student groups to search for health resources and support groups concerning the special needs conditions used in activity IV f: 1. Have students telephone or write for information or visit health resource centers. Have students develop a list of resources and assemble packets of resource information that provide information for families in need of assistance with members

COMPETENCIES

Science

SCANS: Basic Skills
A. Reading
B. Writing
E. Speaking

TEACHING STRATEGIES

with special needs conditions. Have each group select a leader to report the findings to the class.

IV f: 8 Provide textbooks and library references to assist students in their investigation of genetic and environmental defects affecting development. The health teacher and biology teacher will probably have textbooks with this information, which will reinforce science skills. Have students research the defects, write an informative report, and prepare an illustration describing the special condition, causes, and effects on development. Have students present the illustrated talk to the class. Use Teaching Aid 35, *Illustrated Talk Evaluation Sheet*, to assist the students in writing and evaluating the reports. Have three students work together to evaluate each talk. Have every student present and evaluate an illustrated talk.

IV g. ***Describe common medical conditions.***

Resources: Chapter 6
Child Care and Guidance, Management, and Services Curriculum Guide

Chapters 5, 6, 7, 8
Services for the Elderly Reference Book

Language Arts

SCANS: Basic Skills
A. Reading
B. Writing
E. Speaking

SCANS: Personal Qualities
A. Responsibilities

IV g: 1 Lead a class discussion to identify common medical conditions. Display a transparency of Teaching Aid 44, *Common Medical Conditions*, and ask students if they can think of others. Divide the class into small groups and assign one of the common medical conditions to each group. Have each student research and write a written report on the assigned medical condition. Then have each group orally present the information about their assigned condition to the class.

IV g: 2 Have students in the groups in IV g: 1 to practice critical thinking skills by preparing ten test questions over the information which they researched. Allow each group to give their test to the class. Group members should be prepared with answers to the test questions so that class members can evaluate their own papers.

IV g: 3 Have students research information about children with special medical conditions and write reports describing the medical condition and the suggested caregiver's response to the condition. Include children with disabilities and children with chronic illnesses. Have students read Chapter 6, Health Awareness and Response, in the *Child Care and Guidance, Management, and Services Reference Book*, to assist them in their investigation. Remind students that knowing how and where to locate information when needed is a powerful decision-making tool, especially in a society where information constantly changes and expands. Have students give oral reports describing the following conditions:

- Allergies

COMPETENCIES	TEACHING STRATEGIES
	• Diabetes • Epilepsy • Psychomotor seizures • Physical disabilities • Mental impairments • Behavioral impairments • Sickle Cell Anemia • Cystic Fibrosis • Cerebral Palsy • AIDS • Leukemia
SCANS: Basic Skills B. Writing D. Listening **SCANS:** Information B. Organizes and Maintains Information	IV g: 4 Invite a special education teacher to speak to the students about children with special health conditions and to suggest how children with special health conditions should be cared for in a child care facility. Have the students make a summary reference chart for display describing children with special health conditions and the caregiver's response.
SCANS: Information A. Acquires and Evaluates Information C. Interprets and Communicates Information	IV g: 5 Invite a representative from the American Cancer Society to speak to the class about leukemia and other types of cancer in children. KEY QUESTIONS: What are the symptoms of cancer in children? What are the special needs of a child with cancer? Have the students describe a child with cancer and write a plan for the caregiver to follow when caring for the child with a chronic illness or special health condition.
IV h. Describe procedures for meeting the special needs of each individual. **Resources:** Chapters 7, 11, 13, 15, 16, 17, 18, 19, 20, 21, 22 *Child Care and Guidance, Management, and Services Reference Book* Chapters 5, 6, 7, 8, 9, 10, 13 *Services for the Elderly Reference Book*	IV h: 1 Provide students with a copy of Teaching Aid 41, *Special Needs Conditions*. Divide the class into groups, and assign each group a special health needs category. The groups should determine ways to meet the needs of individuals with special needs conditions. Use textbooks, periodicals, newspaper articles, and other references to arrive at ways to meet the needs of each individual. Have students prepare illustrations, leaflets, and other types of aids needed to teach their topic to the class. IV h: 2 Explain the importance of health assessment procedures and screening that will help child caregivers meet the special needs of each child. Use Chapter 7, Healthy Child Care Procedures, in the *Child Care and Guidance, Management, and Services Reference Book*, to assist with the class discussion. KEY QUESTIONS: Why does a child care facility need to have a health history for each child? Who should make general health observations? Why is it important for each child caregiver to recognize signs of health?

COMPETENCIES

SCANS: Thinking Skills
A. Creative Thinking
C. Problem Solving
F. Reasoning/Critical Thinking

TEACHING STRATEGIES

IV h: 3 Show transparencies of child care facility room arrangements. Have the students critique the large and small areas for easy access for children with various types of needs. KEY QUESTION: Can all children move around freely and have easy access to all areas used? Is there a large open area for group activities and large-muscle play? Is there a small area for learning centers, small group activities, or quiet activities?

IV h: 4 Lead a discussion regarding planning a daily schedule for children with individual needs. Provide schedules from several child care facilities for the students to study. Divide the class into groups of two or three, and have each group plan a daily schedule that will meet the special needs of each individual child in the child care facility. KEY QUESTIONS: Is the schedule structured? Is there free choice time in the schedule? Will it be easy to limit the choices for a child with special needs? Are there carefully planned transition activities? Have the students share their plans with the group. Encourage the students to critique the plans and offer improvements that will ensure special attention for children with varying interests, abilities, and needs.

IV h: 5 Lead a class discussion on how child caregivers and teachers must arrange the learning environment for the inclusion of children with special needs. Explain the role and responsibility of the public school system in relation to children with special needs in a child care facility. (Refer to Chapter 89, Subchapter G, Special Education, of the *Texas Administrative Code*. Each school district will have a copy of the *Texas Administrative Code*.) Also, explain how the Americans with Disabilities Act affects how a child care facility meets the needs of children with special needs.

IV h: 6 Invite an appropriately-credentialed person to speak about the Americans with Disabilities Act. Ask the person to speak on what accommodations a care facility is required to have for people with special needs. Also, request that the person briefly speak on hiring someone with special needs and the laws pertaining to that. Have students write a thank you letter to the speaker. Lead a class discussion and review over what the speaker talked about.

COMPETENCIES

IV i. ***Identify strengths of individuals in the care setting.***

Resources: Chapters 16, 17, 18, 19, 20
Child Care and Guidance, Management, and Services Reference Book

Chapter 3, 4, 33
Services for the Elderly Reference Book

SCANS: Basic Skills
A. Reading
E. Speaking

TEACHING STRATEGIES

IV i: 1 Have students brainstorm and list ways to tell older adults and elderly individuals that they are special. Have a student record the ideas on a transparency. Lead a class discussion about the power of words that can enhance the self-esteem of an elderly person. Emphasize that love and a feeling of belonging help older adults and elderly individuals think of their strengths rather than worry about their weaknesses. KEY QUESTION: What are your reactions when people compliment you?

IV i: 2 Assign students to search magazines and newspapers for articles about outstanding accomplishments of older adults and elderly individuals. Have the students summarize the articles for the class. Discuss the range of accomplishments, the determination of the individuals, and the benefits of each accomplishment to the individual and the community.

IV i: 3 Use Teaching Aid 45, *Encouraging Strengths in the Elderly*, as a transparency or student handout. Have students write each statement on a 3 x 5 card or copy the Teaching Aid and cut it into strips. Distribute one to each student. Have the students read and study their assigned statement. Have students explain to the class how the statements help elderly individuals recognize their individual strengths. Tell the students to think of additional ways to encourage the strengths of elderly individuals.

IV j. ***Explain the role of the caregiver in dealing with death and dying.***

Resources: Chapter 4
Child Care and Guidance, Management, and Services Reference Book

Chapter 25, 33
Services for the Elderly Reference Book

Language Arts

IV j: 1 Lead a class discussion on ones' feelings about death. It is natural for students to feel differently about death because of each individual's past experiences. In order for caregivers to help others deal with death, they must first analyze their own feelings. Use Teaching Aid 46, *Your Feelings About Death*, as a survey. Tell students that there are no right or wrong answers to the questions and that they will not turn in the surveys. The survey is to help acquaint the students with their feelings about issues surrounding death.

IV j: 2 Invite a representative from a hospice care organization to speak to the class about the philosophy and services provided by hospice care volunteers. Since hospice care workers are specifically trained to deal with death, have the speaker explain how they assist the dying and their families. As a class, prepare questions they would like for the speaker to discuss. Have the students write a one-page summary about hospice care. Make students aware that they are employing language arts skills in the letter writing activity.

COMPETENCIES		TEACHING STRATEGIES
	IV j: 3	Lead a class discussion on the role of the caregiver in providing for the emotional and physical needs of the terminally-ill individual. Have students read Chapter 25, Terminal Illness, in the *Services for the Elderly Reference Book.* KEY QUESTIONS: How can caregivers best respond to the terminally ill individual? Why is it important for the caregiver to be a good listener?
Language Arts *Social Studies*	IV j: 4	Have the students conduct investigative research to locate information on the following : (a) customs and traditions of different cultures about death; (b) the custom of dying in the home versus dying in a health care setting; (c) cases involving "right to die"; (d) organ donation; (e) the steps involved in making a will as well as the need for one. Point out to students how tone and mood of different written papers may vary. Remind students that a study of the cultural characteristics is associated with anthropology, a part of social studies. After the research is completed, have students report the results of their research investigations to the class.
IV k. Explain the grief process. **Resources:** Chapter 25 *Services for the Elderly Reference Book*	IV k: 1	Lead a class discussion on the stages in the grief process. Explain to students that from the time when individuals learn that they are suffering from a terminal illness, they go through five stages of grief. All individuals are different. Some individuals may not experience every step; however, the family of the individual who is dying will usually go through all steps or stages. Some individuals do not go through these steps in any given order, and some may be going through two simultaneously. Display a transparency of Teaching Aid 47, *Stages in the Grief Process*, to assist in the discussion. KEY QUESTIONS: Why is it important for an individual to go through the grief process? Why is it important for the family members also to go through this process? Would you feel differently if a loved one died suddenly rather than following a lengthy illness? Why? How would the effect of the death of a relative, such as an aunt or uncle, be different from the death of either a spouse, parent, or child?
	IV k: 2	Ask student volunteers to express their feelings and thoughts about the experience of the death of a friend, relative, or a pet. KEY QUESTIONS: How does death affect the family? Does the type of death affect the family differently? Why? What impact does death have on young children? How are friends affected by the death of someone they felt especially close to or after a long-term friendship?

COMPETENCIES

Language Arts

SCANS: Basic Skills
D. Listening

SCANS: Information
C. Interprets and Communicates Information

TEACHING STRATEGIES

IV k: 3 Lead a class discussion of the grief process, including the stages of denial, bargaining, anger, depression, and acceptance. Have the students contrast how adults and children might react in each stage of grief. KEY QUESTION: How can caregivers show sensitivity to the needs of children or families in times of grief?

IV k: 4 Invite a person from the Cancer Support Group to be a guest speaker. As a class, prepare questions in advance for the speaker. Provide time for the speaker to share experiences of working with individuals who are going through the grief process. Have students write a follow-up report on the information presented by the speaker. Remind students that writing reinforces language arts skills.

IV k: 5 Explain to the class that the support a grieving person receives will either make grief work easier and more complete or it will stand in the way of progress through the stages. Display a transparency of Teaching Aid 48, *Ways to Help a Grieving Friend*, as an aid in discussing some ways in which one may help the grieving person.

COMPETENCIES

TEACHING STRATEGIES

SUGGESTED ACTIVITIES FOR THE OCCUPATIONAL SETTING

Arrange for students to interview a caregiving professional in a retirement home, a long-term care facility, an adult care center, and a senior citizens' center. Questions should relate to the emotional, physical, psychological, cultural, and social needs of the adults in each type of care setting. As a class, prepare questions to be used for the interview with the caregiver.

Arrange for students to interview a chaplain at a hospital who counsels with family members of a patient who has died in the hospital. As a class, prepare questions to be used during the interview. Have the students write a summary report of the interview.

Arrange for students to interview a caregiving professional in an Alzheimer's care center, a state school, or a school for the deaf. Interview questions should relate to ways in which the needs of the individuals in the care settings are met by the caregiving professionals.

COMPETENCIES

V. Health, Nutrition, and Safety

V a. Apply principles for maintaining a safe and healthy environment.

Resources: Chapters 6, 7, 8, 9
Child Care and Guidance, Management, and Services Reference Book

Chapters 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 20, 21, 30
Services for the Elderly Reference Book

Science

Language Arts

SCANS: Thinking Skills
B. Decision Making
D. Seeing Things in the Mind's Eye

TEACHING STRATEGIES

V a: 1 Invite a guest speaker from a local child care center or state child care licensing agency to discuss minimum fire, sanitation, and safety standards for child care centers. Divide the class into three groups. Provide students with copies of the *Minimum Standards for Day Care Centers* and the *Minimum Standards for Kindergartens and Nursery Schools* published by the Texas Department of Human Services. Have groups of students identify, evaluate, and write reports on the standards that provide for the fire, sanitation, and safety standards for child care centers. Have the groups illustrate the report and present the illustrated report to the class.

V a: 2 Give the students copies of Teaching Aid 49, *Playground Equipment Hazards*, from the *Child Care and Guidance, Management, and Services Curriculum Guide* to assist them in a study of playground safety. Lead a class discussion on the illustrated hazards as identified by the Consumer Products Safety Commission. Explain that the commission has identified asphalt and concrete as unsuitable protection against the impact of falls on the playground. Loose fill materials such as pea gravel, sand, shredded bark, or wood chips (at least 8 to 16 inches deep) are preferable. Ask the students to describe playground equipment hazards they have observed. Assign groups of two or three students to prepare a brochure or poster for child care facilities concerning playground safety recommendations. Have the students identify playground safety hazards, give reasons for the concern about the hazards, and suggest changes that need to be implemented. Discuss with students how science concepts are related to safety.

V a: 3 Divide the class into groups of three students. Have the students design a booklet which would appeal to children between the ages of four and six that teaches child care center safety. Use Teaching Aid 49, *Child Care Center Safety Design Challenge*, to assist students with the assignment. Provide students with *Minimum Standards for Day Care Centers* and *Minimum Standards for Kindergartens and Nursery Schools* published by the Texas Department of Human Services. Use Teaching Aid 39, *Group Worksheet*, to help students plan and evaluate the group assignment. Set the deadline for completion and have each group present the safety project orally to the class. If possible, invite pre-

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TEACHING STRATEGIES

school and primary teachers to listen to the group presentations. Be sure students recognize the application of language arts principles; they are planning and composing material for a variety of purposes and audiences, then sharing orally.

SCANS: Information
A. Acquires and Evaluates Information
B. Organizes and Maintains Information

V a: 4 Lead students to brainstorm and list safety features or equipment needed for elderly persons. Equipment may include wheelchairs, ramps for wheelchairs, canes, walkers, side rails for a bed, handrails for the bathroom (around toilet, tub, shower, and lavatory), rubber bath mats or safety strips, slip resistant floors, bathtub or shower bench, night lights, smoke alarms, fire extinguishers, intercom system, hot water heater set no higher than 110°F. (to prevent burns due to less feeling in the skin), front loading washer, dryer, and dishwasher, and nonbreakable dishes and cookware. KEY QUESTIONS: What items could provide a safer environment for an elderly person? What determines the equipment needed? Should rugs be used? Why? How can help be summoned if needed? Is a shower more desirable than a tub? Why? Where should handrails be installed? Is the telephone in a central location? Why should the telephone be in a central location? Arrange for the students to take a learning tour to a business that sells medical equipment needed by the elderly and persons with disabilities. As a class, have students prepare questions for the business person who will be speaking to them. Have students prepare a chart to take notes. As the equipment is discussed, students should include (a) the features, (b) the cost, (c) the place in the house where the equipment will be used, and (d) the safety features.

Mathematics

V a: 5 Divide the class into groups. Assign the groups to investigate furniture arrangement and safety rules for different rooms in the house. Display a transparency of Teaching Aid 50, *Bedroom Furnishings and Equipment*, and Teaching Aid 51, *Bathroom Furnishings and Equipment*, to aid in their investigation of furniture arrangement. Refer to Chapter 21, Safety, in the *Services for the Elderly Reference Book*, and Teaching Aids 52a and 52b, *Safety Rules for the Caregiver*, to assist students in their safety investigation. Have students draw floor plans showing room arrangements. Let each group report and show their plans and safety features to the class. Point out to students that in completing this activity they are applying mathematics skills related to measurement. KEY QUESTIONS: What would be a quick and safe fire exit? What furnishings are needed in a bedroom for an elderly person? Why would a rocking chair be a good

COMPETENCIES

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addition to the room? How much space should be provided between pieces of furniture? Compare the difference in the size of a room needed by an elderly person and the size of room needed by a child or an elderly person and a teenager.

V a: 6 Ask students to imagine that an elderly person is coming to live in their home. Have each student evaluate his or her home and identify areas that need adaptations to help an elderly person live independently. Have students share their evaluations and adaptations with the class. Explain to the class that a lot of time and money would not need to be spent to make their homes safe and secure for an elderly friend or relative. Display a transparency of Teaching Aid 53, *Eating Equipment*, and Teaching Aid 54, *Kitchen Equipment*, to show how a family might provide equipment which would help an elderly or disabled person perform certain tasks. KEY QUESTIONS: How could the top and bottom stairs be clearly marked? (They could be painted or if carpeted, colored tape could be used to mark the edge of each step.) What types of door knobs should be used? (Lever handles are easier to open.) Are the halls, stairs, and each room well-lighted? Are light switches at a convenient height? Are the colors of the walls and ceilings a good color to diffuse light? Could the door to the elderly person's room be painted or identified by a bright color if poor vision is a problem? Is it possible to have a two-way light switch: one at the doorway and one close to the bed? Is there a telephone and a sturdy night table by the bed?

Language Arts

V a: 7 Divide the class into small groups. Have each group plan an advertisement for a new retirement home describing a safety feature of the home and then share their advertisement with the class. The advertisement could be for television, radio, newspaper, or magazine. Make students aware that they have exercised language arts skills during this activity.

V b. ***Perform screening and other health assessment techniques.***

Resources: Chapter 7
Child Care and Guidance, Management, and Services Reference Book

Chapters 22, 23, 24
Services for the Elderly Reference Book

V b: 1 Lead a class discussion on why screening techniques such as hearing exams, eye exams, and weight monitoring are important in ensuring good health. Invite a nurse to demonstrate hearing and eye screening techniques. Have the students log their own hearing, vision, height, weight, tonsils, dental, and immunization information and assess themselves in order to identify and become aware of their own health needs. Discuss with students how scientific advancements have led to improvements in health screen-

COMPETENCIES

TEACHING STRATEGIES

Science

ing. KEY QUESTIONS: How does the diagnosis of health problems and conditions assist child caregivers in planning appropriate learning experiences for each child? How can early detection of a disorder or illness improve the quality of a child's health? Why is it important to watch for problems or abnormalities in physical or mental growth?

SCANS: Basic Skills
D. Listening

V b: 2 Invite a school nurse or a representative from the Texas Department of Human Services to present information about vision, hearing, and physical growth screening for young children. Divide the class into three groups and have each group work together to write a report on one of the following three screening tests: hearing, vision, or physical growth. The report should include how the tests are administered, who administers the tests, and the follow-up procedures used after the tests are given. Each report should include several reasons for doing screening tests and information on the equipment required. Have each group elect a spokesperson to present an oral summary of the report to the class.

V b: 3 Invite a panel of child caregivers from different facilities to speak to the students regarding the type of screening and health checks that are conducted with children in each of the facilities represented. Ask students to prepare appropriate questions prior to the panel discussion. Have class representatives write thank you letters to the panel members.

V c. ***Maintain accurate and accessible client health records.***

Resources: Chapter 7
Child Care and Guidance, Management, and Services Reference Book

Chapters 4, 22, 23
Services for the Elderly Reference Book

V c: 1 Arrange for each student to interview a child caregiver to determine what type of health record keeping procedures are used at the center where the caregiver works. If possible, have the students secure an example of a health record form to share with the class and give a summary of their findings. One example of a daily health check includes checking for lice, fever, rashes, bruises, and unusual marks. KEY QUESTIONS: Why should a child's health be recorded or checked daily? Which type of daily health check form would be easiest to use? Why?

V c: 2 Ask for volunteers from the class to show their baby books or health records that contain information about themselves. Display a transparency of Teaching Aid 55, *Permanent Cumulative Health Record*, to assist with a class discussion. KEY QUESTIONS: What types of health information were recorded? What other health information should have been recorded? Why is it important to keep health

COMPETENCIES	TEACHING STRATEGIES

records? Have each student create a permanent health record form that may be used by a child care center. The forms should be easy to read and to fill out. Have the students vote on the best design and give the winning student a reward.

V c: 3 Obtain the most recent copy of the *Minimum Standards for Day Care Centers* published by the Texas Department of Human Services. Review with the students the physical health section emphasizing the importance of the following:

- current immunization records for each child
- evidence that the child is physically able to enter the child care program
- record of child's test for tuberculosis, if recommended by the local health authorities
- rules dealing with an ill or injured child
- rules for administering medication
- rules for posting emergency phone numbers
- rules for keeping pets at the child care center

KEY QUESTIONS: Why do you think the state of Texas has established regulations in these areas? How often are they revised? Who is responsible for enforcement of the regulations?

Language Arts

V c: 4 Write the following definition of ***health*** on the board: "Health is the state of complete physical, mental, emotional, and social well-being." Lead a class discussion on this definition. Assign the students to write an essay evaluating their own physical, mental, emotional, and social health. Remind students that the ability to perceive cause and effect relationships is an essential language arts skill.

SCANS: Information
A. Acquires and Evaluates Information

V c: 5 Use Teaching Aid 56, *Characteristics of a Healthy Person,* as a student handout. Help students understand and be able to recognize the characteristics of a healthy person by researching and completing this paper. Then divide the class into pairs. To provide practice in analyzing individuals' health in a care setting and recording the health information, have students observe their partners and record their observations on a separate sheet of paper. Have the partners discuss the results after they both have completed the observation and recording.

COMPETENCIES

V d. ***Recognize symptoms of common illnesses and communicable diseases.***

Resources: Chapter 6
Child Care and Guidance, Management, and Services Reference Book

Chapters 5, 6, 7, 22, 23, 25
Services for the Elderly Reference Book

SCANS: Basic Skills
A. Reading
B. Writing

TEACHING STRATEGIES

V d: 1 Have each student read library references and prepare a written report on one of the following communicable diseases: influenza, Rubella, measles, tuberculosis, common cold, chickenpox, mononucleosis, mumps, viral hepatitis, AIDS, gonorrhea, syphilis, other sexually transmitted diseases (such as herpes), food poisoning (salmonellosis), malaria, strep throat, or typhoid. When the written reports are completed, have the students with the same topic meet as a group to plan and prepare an "illustrated talk" to be presented to the class. Use illustrated talk guidelines found in the *STAR Event Guidebook* available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas, and Teaching Aid 35, *Illustrated Talk Evaluation Sheet,* to score the presentations. The talk should include causes, signs and symptoms, methods of transmission, long-term effects, and preventive measures for the disease. After the talks are completed, display the illustrations in the classroom. KEY QUESTIONS: Are there more or fewer cases of communicable diseases now than ten years ago? twenty-five years ago? fifty years ago? Why? Why do fewer people die in the United States today from communicable diseases than in the past? What disease trends existing today could reverse the tendency toward fewer deaths from communicable diseases in older adults? in elderly adults? What lifestyle trends existing today could reverse the tendency towards fewer deaths from communicable diseases in persons of all ages?

V d: 2 Display a transparency of Teaching Aids 57a, 57b, and 57c, *Diseases that Threaten Children*, to assist with a class discussion of children's illnesses. Invite the school nurse to share information with the students about childhood illnesses and communicable diseases in children. KEY QUESTIONS: In what ways can a child caregiver help control the spread of contagious diseases? What hygiene practices should be incorporated into a child's daily routine? What policies and procedures should be implemented in schools and child care facilities in regard to communicable illnesses?

V d: 3 Define ***signs*** and ***symptoms*** of diseases. Lead a class discussion on this information. Some people define signs and symptoms in the same manner; however, ***signs*** of illness are changes from the usual way a person looks or acts (a visible evidence), or a change in vital signs such as blood pressure, temperature, or respiration. ***Symptoms*** are internal feelings of the ill person. The skilled observer will notice signs such as puffiness of eyelids or a change in the sound of a cough.

COMPETENCIES

TEACHING STRATEGIES

Identifying the symptoms of illness requires knowledge and practice. A caregiver should be cautious in observations of symptoms. A baby or small child cannot tell one the location of pain. An elderly individual can tell the location of pain, but some may exaggerate the pain or try to hide the pain. Many symptoms of illness can be detected only by scientific laboratory procedures. Display a transparency of Teaching Aid 58, *Signs of Illness,* to continue the discussion on signs and symptoms of illnesses. KEY QUESTIONS: What are other signs of illness? What are symptoms of illness? Why do people need to be alert to signs and symptoms of illness? Can these signs and symptoms be associated with more than one illness? How does the caregiver decide whether a doctor should be consulted? How does an elderly person show that pain is present? How do small children indicate pain?

V d: 4 Have the students brainstorm and list signs and symptoms of common childhood illnesses. Some of the signs and symptoms include the following:

- runny nose, sneezing, coughing
- flushed face and hot, dry skin
- raised temperature
- unusual paleness
- chills
- large amounts of sudden sweating
- sore throat
- hoarse or husky voice
- swollen throat glands
- watery or glassy appearance of the eyes
- pain in the ear, head, chest, stomach, abdomen, or joints
- nausea, vomiting, diarrhea
- rash, bumps, or breaking out of skin
- stiff back or neck
- convulsions, seizures, or attacks during which a child stiffens and twitches

Language Arts

Use Teaching Aids 57a, 57b, and 57c, *Diseases that Threaten Children,* to assist the students in their investigation of childhood illnesses. Assign one of the diseases to groups of two or three students to investigate. Have each group write a case study or story pretending their young child has contracted the assigned disease or illness. The groups should include the name of the disease or illness, symptoms, causes, incubation period, and the appropriate care for their "pretend child." Have the students present the case studies to the class. Point out to students that they are applying language arts skills by planning and composing for a variety

COMPETENCIES		TEACHING STRATEGIES
		of purposes and audiences and sharing the reports orally. KEY QUESTIONS: Can you recognize each of the symptoms listed in the Teaching Aids 57a, 57b, and 57c, *Diseases that Threaten Children*, chart? How can a child be taught to describe discomfort and where it is located?
	V d: 5	Display a transparency of Teaching Aid 59, *Childhood Immunizations*, to assist in a class discussion about immunizations necessary for children's good health. Have the students research each disease for which an immunization is required. Assign students to write and illustrate a report about the diseases. They may use drawings or pictures from health-related medical library resources for illustrations. Have the students present the reports to the class.
	V d: 6	Have students prepare flashcards of the common signs and symptoms of illness. Give one flashcard to each student. In addition, prepare flashcards with the names of the illnesses mentioned in the illustrated talks from lesson Vd: 1. Hold up a flashcard with a disease name. Direct students who have flashcards with corresponding signs or symptoms to hold up their flashcards. Lead a class discussion regarding incorrect or omitted answers.
V e. ***Follow communicable disease guidelines.*** **Resources:** Chapter 6 *Child Care and Guidance, Management, and Services Reference Book* Chapter 22 *Services for the Elderly Reference Book*	V e: 1	Discuss with the students the following types of disease transmission: (a) direct contact; (b) indirect contact; (c) airborne transfer; (d) vector transfer. Divide the class into four groups. Provide each group with markers and a poster titled with one of the forms of disease transmission. Assign each group the task of listing as many examples as possible of the assigned form of disease transmission. Display a transparency of Teaching Aid 60, *How Communicable Diseases Spread* , or use as a handout to aid the students in preparing the list. The charts prepared in the illustrated talks in lesson Vd: 1 could also be helpful. Have each group report to the class. Lead a class discussion on ways to avoid the transmission of communicable diseases including procedures for universal precautions when handling human body fluids. If possible, invite a speaker from the local health department to share prevention of disease transmission information with the class. KEY QUESTIONS: What are some ways individuals can control whether or not they transmit or contract communicable diseases? How can one person's health decisions affect the health of other people?

COMPETENCIES

Language Arts

SCANS: Information
C. Interprets and Communicates Information

TEACHING STRATEGIES

V e: 2 Divide the class into groups of three. Instruct each group to do a semantic mapping activity based on the general guidelines for the prevention of communicable diseases, the government responsibility on the prevention of these diseases, and control measures. Remind students to use only effective, preventive measures of communicable disease prevention. Use Teaching Aid 61, *Prevention of Communicable Diseases*, as a worksheet for the semantic mapping activity. A detailed description of semantic mapping is included in the *Recommendations for Using the Intergenerational Professions Instructional Guide* found in the upfront section of this book. Remind students that semantic mapping is an organization of ideas and information which is a skill required in many occupations. Use Teaching Aid 62, *General Guidelines, Disease Control, and Government Responsibility in the Prevention of Communicable Diseases*, to guide students, or provide reference materials for them to research the information. KEY QUESTIONS: How is the government involved in disease control? What disease control measures are used in your home? What disease control measures are used in restaurants and fast food establishments? What is sanitary engineering? How does the use of immunization contribute to disease control? What additional ways do you think the government could help in the prevention of communicable diseases? Is it the government's or the individual's responsibility to prevent the spread of disease? Why? Would health care be less expensive if the individual took more responsibility in the prevention of communicable diseases? Why?

V e: 3 Use Teaching Aid 44, *Health Habits Case Study*, in the *Child Care and Guidance, Management, and Services Curriculum Guide*, to assist students. Have each student list the positive health habits that are reinforced by the caregiver in the case study. Have the students share their lists in class and then describe instances in which they have observed child caregivers reinforcing health practices by words or actions. Lead a class discussion on the importance of the caregiver as a role model for children. KEY QUESTION: How may caregivers reinforce health practices effectively?

V e: 4 Divide the class into groups of two or three. Have the groups prepare and present a role play modeling good health behavior a child would be expected to learn. Examples of good health behaviors may include handwashing before and after handling food, after touching the face, or after using the toilet. Other examples to role play include turning the head away from others and covering the mouth when

COMPETENCIES

TEACHING STRATEGIES

coughing, and brushing the teeth after eating. Lead a discussion on why good health behaviors are important for children to learn.

Language Arts

V e: 5 Assign students to contact child care center directors and directors of elder care facilities in order to acquire information about the health requirements for caregivers. Have students create a brochure identifying health requirement instructions for a potential caregiver. Point out how students have applied language arts skills while composing the brochure for a specific purpose and audience. Lead a class discussion identifying the required health examination, health card, and doctor's certificates caregivers must have. KEY QUESTIONS: What are the health requirements for caregivers? How often must they have health examinations?

V e: 6 Lead a class discussion regarding the necessity of regular health checkups. Display a transparency of Teaching Aid 63, *Health Monitoring Schedule for Adults*, to assist you with the class discussion. Discuss the importance of older adults and elderly individuals keeping a lifetime health record from infancy to the present. KEY QUESTIONS: How do health monitoring requirements differ for men and women? Why are physical examinations required for persons participating in athletic programs? Why should individuals have a physical examination before starting an exercise program? Why is it important for an individual or family to keep health records current, including immunization records? What immunizations are given to older adults and elderly individuals?

V f. ***Maintain personal health.***

Resources: Chapter 10
Child Care and Guidance, Management, and Services Reference Book

Chapters 4, 13, 14, 15, 16, 17, 20
Services for the Elderly Reference Book

V f: 1 Refer to Chapter 4, Employee Qualifications, in *the Services for the Elderly Reference Book,* using the section on Attitudes and Qualities. Lead a class discussion to discover how maintaining personal health will help students have the attitudes and qualities needed to be a successful caregiver. KEY QUESTIONS: How can personal health practices help the caregiver have a good self-image? What effects would a caregiver with a good self-image have on the elderly? on children? What effects would a caregiver with a low self-image have on the elderly? on children? How are personal health and attitudes related? What personal qualities are affected by the status of an individual's personal health? Why is it important for caregivers to maintain their personal health?

COMPETENCIES

TEACHING STRATEGIES

V f: 2 Have students draw a circle in the center of a blank sheet of paper and write their name in the circle. Lead students in a semantic mapping activity by having them follow these steps:

- Identify the different roles you play each day and write them in circles that surround the center circle. Draw lines from the center circle to attach the smaller circle like spokes on a wheel. (Roles could include student, daughter or son, employee, friend, housekeeper, athlete, club member, group leader, baby sitter, and others.)
- The next spokes and circles from these should include the amount of time spent in each of the above roles and the amount of time spent in other activities such as sleeping, eating, studying, and grooming.
- Continue to extend the spokes and circles as you determine what to combine, what to omit, and what to decrease in time spent. Make sure you include all of your necessary activities in a twenty-four hour day, while including three nutritionally-balanced meals and seven to eight hours of sleep

A detailed description of semantic mapping is included in the *Recommendations for Using the Intergenerational Professions Instructional Guide* found in the upfront section of this book. KEY QUESTIONS: How much time is left in the twenty-four-hour period? Did you have enough time to include all the roles and activities required of you? What are some advantages of planning your time and preparing a "To Do" list each day? How does setting priorities help in time management? What is a time schedule? How should activities be divided when making a schedule? What would you do if something unexpected happened and you would not be able to complete the necessary tasks? Why is it helpful to mark off activities or items on your "To Do" list when these are accomplished? What are three tools which would be useful in time management? How is time management a part of maintaining personal health?

SCANS: Resources
A. Time

V f: 3 Use Teaching Aid 64, *Maintaining Good Health*, to assist students in their investigation of personal health needed to meet the demands of today's jobs. Have the students take a personal inventory and identify a top concern, choosing from the categories of correct posture, sleep, rest, nutrition, exercise, and personal hygiene. Display a transparency of Teaching Aid 65, *Steps to Maintaining Personal Health*, to assist in a discussion of decision-making steps. Use Teaching Aid 66, *A Better You Project Sheet*, to assist students in their plan for improving health. Have the students make an

SCANS: Personal Qualities
A. Responsibility

individual commitment by identifying concerns, setting goals, forming a plan, acting, and following-up with the evaluation.

V f: 4 Have students read selected references on the body's need for rest. Lead a class discussion on the body's need for rest based on the information the students have gathered. KEY QUESTIONS: Why does the body need rest? How much is enough? How much rest is too much? How do you feel if you get too much sleep? How do you feel if you do not get enough sleep? Survey the class to determine how many hours the average teenager sleeps. Have students brainstorm and list factors which would help them to get the required amount of sleep as well as having a more restful sleep. Write these on the board. Use Teaching Aid 67, *Factors to Improve Your Sleep*, to assist with the discussion. KEY QUESTIONS: Does everyone need the same amount of sleep? Why? What is insomnia? Who is generally affected by insomnia? Why? If someone cannot sleep, why is it better to read or get out of bed and do something rather than keep trying to fall asleep? What are some other strategies that help individuals relax so they can fall asleep?

V g. Follow procedures for handling sick individuals.

Resources: Chapter 6
Child Care and Guidance, Management, and Services Reference Book

Chapters 16, 20, 22, 23, 24, 25
Services for the Elderly Reference Book

SCANS: Information
A. Acquires and Evaluates Information

V g: Have the students who have worked in child care facilities relate how the facilities dealt with ill children. Provide a copy of written policies of a child care facility that describes care for ill children. Lead a class discussion pointing out how important it is for parents to have a written copy of policies and procedures. KEY QUESTIONS: What precautions should be taken to prevent the spread of disease? Should ill children be allowed to stay at the facility? Why should ill children be isolated from children who are not ill? How and when should parents be notified that their child has a contagious disease?

V g: 2 Refer to the section Caregiver Response in Chapter 6, Health Awareness and Response, of the *Child Care and Guidance, Management, and Services Reference Book*, to assist students in their investigation concerning sick children. Have students read the general procedures for caring for a sick child. KEY QUESTIONS: Why is it important to stay with a sick child? How would you react to a child caregiver who thinks the child is pretending to be ill? to a parent who thinks the child is pretending to be ill? How do children show concern and fear when they are ill? What can be done to reassure the child? Have the students role play

COMPETENCIES

SCANS: Resources
D. Human Resources

TEACHING STRATEGIES

caregiver responses to sick children. Examples of role plays may include helping an ill child feel comfortable, monitoring the ill child, reporting observations to the child care director, and locating health and family information about an ill child.

V g: 3 Have the students brainstorm and list symptoms of children's illnesses. Have the students role play incidents of ill children needing immediate care and take turns acting the role of caregiver. The student caregiver should give an immediate response, and the other students should evaluate the caregiver's reaction. For example, a child with diabetes complains of feeling like the room is moving, and the caregiver responds. KEY QUESTIONS: What is the responsibility of the caregiver when reacting to a child's illness? What could occur if the caregiver does not react quickly or does not know what to do?

V g: 4 Lead the class in a discussion on the procedures for handling sick individuals. When working with the elderly, the caregiver needs to be alert to any changes in behavior patterns and any signs of physical or emotional problems. The elderly person may complain of not feeling well. Some suggested procedures for responding to sick individuals include the following:

- Make a general observation and analysis.
- Take temperature and pulse.
- If possible, make quick notes, using paper and pencil in pocket, about the condition of the person. Give an accurate description of observations.
- In a long-term care facility, the sick individual may first need to be taken to her or his room to lie down; then, report the illness immediately to the head nurse or the person in charge. The person in charge would determine if the doctor should be called. In a child or adult care facility, the caregiver may need to contact the parent, guardian, and/or family member.
- The sick individual should be made comfortable. Providing a blanket or cool washcloth might help the individual feel better.
- The sick individual may need to be isolated. The caregiver should check on the individual frequently.
- Try to reassure the sick child or adult. Listening to the radio, watching television, or reading may help an ill person take his or her mind off of the illness.

COMPETENCIES

V h. ***Direct appropriate rest procedures.***

Resources: Chapters 10, 12
Child Care and Guidance, Management, and Services Reference Book

Chapters 5, 6, 7, 8, 29
Services for the Elderly Reference Book

Language Arts

TEACHING STRATEGIES

V h: 1 Refer to Chapter 10, Daily Routines, in the *Child Care and Guidance, Management, and Services Reference Book* to assist with a class discussion explaining the important rest routine necessary for growth and good health in young children. Arrange for the students to observe "rest" procedures in a child care facility and to evaluate the rest area and techniques used by the caregivers. Have students describe and evaluate their observation experience in a written report. Remind students that planning and writing using material from various sources such as personal experience is a valuable language arts skill. KEY QUESTIONS: In what activities were the children involved to help prepare them for rest time? Were quiet activities planned before the rest period? Did the children help get out their mats or cots? Did the caregivers encourage toileting before and after the rest period? Was the room quiet and darkened? Were the children separated enough for privacy? Did each child have her or his own mat or cot? Was the child's mat or cot in the same area every day? Were there caregivers in the room while the children rest? Was the rest procedure planned assuming that all children will sleep?

V h: 2 Divide the class into groups of three or four. Assign each group an age group including infants, toddlers, and preschool children. Have the students interview parents of the assigned age group to find out how many hours of sleep the child requires in a twenty-four-hour period (including naps). Have the students report on their interviews to the class members. Have the students prepare a chart comparing and contrasting the amount of sleep infants and toddlers need with that of preschool children.

V h: 3 Provide resource materials for students to use as a reference. Have the students plan schedules which include rest procedures that would meet the needs of infants, toddlers, and preschool children. Arrange for a child care director to critique the schedules created by the students.

V h: 4 Assign students to take a survey of their grandparents or elderly people with whom they are acquainted. Include the following in the survey:

- The type and amount of rest taken when cleaning house or working in the yard.
- How often do they take a break? (Once every hour, mid-morning, mid-afternoon?)
- Do they take a nap in the afternoon? How long do they nap?
- What time do they go to bed? What time do they get

up in the morning?
- Age of the individual surveyed.

Have students report their results to the class the next day. Compare the differences in age, activity, and rest. Consider the health of each individual discussed.

V h: 5 Lead a class discussion about rest periods for the elderly. Since the sleep patterns of the elderly are different from young people, they may need to rest more during the day or sleep later in the mornings. Retirement homes, adult care facilities, and long-term care facilities all desire for the elderly person to remain as independent as possible. However, most elderly people need to have rest periods during the day. Have students suggest ideas for encouraging elderly people in care facilities to take rest periods. Some suggestions for promoting rest periods might include the following:
- Play soft music over the public address system after lunch.
- Do not start afternoon activities until 2:00 p.m. or 2:30 p.m.
- Provide for a quiet time in rooms where individuals could read, watch television, do needlework, or sleep.
- Provide a relaxing movie on the VCR in the living room area.
- Ask those who appear tired if they would like to go to their rooms.
- Provide an opportunity for older people in wheelchairs to lay in bed some during the day in order to stretch out their muscles so their bodies will not become stiff.
- Provide a bed, cot, or special chair for each person in adult facilities to rest for approximately thirty minutes.

V i. Maintain a sanitary environment.

Resources: Chapter 7, 25
Child Care and Guidance, Management, and Services Reference Book

Chapter 20
Services for the Elderly Reference Book

Science

V i: 1 Refer to Chapter 7, Healthy Child Care Procedures, and Chapter 25, Food Service Management, in the *Child Care and Guidance, Management, and Services Reference Book*, to assist in a class discussion on sanitation practices and the dangers of improperly handling and storing foods. Explain the types of food poisoning and the potential dangers to children. Display a transparency of Teaching Aid 46, *Checklist of Sanitary Food Preparation Methods*, in the *Child Care and Guidance, Management, and Services Curriculum Guide*, to aid in the class discussion. Remind students that science skills include knowledge of simple organisms

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and their effects on everyday life. Have the students use the checklist to determine if they practice appropriate sanitation procedures when working with food.

V i: 2 Refer to Chapter 7, Healthy Child Care Procedures, in the *Child Care and Guidance, Management, and Services Reference Book*, to assist in a class discussion on sanitation in the bathrooms, crib, and diapering areas. Explain that scrubbing the toilet, crib, and diapering areas with detergent and water and sanitizing with a mixture of two tablespoons of liquid chlorine bleach in one gallon of tap water is necessary and appropriate. Point out to students that safe scientific methods should be practiced when using and storing cleaning and sanitation chemicals. Suggestions for proper sanitation in care facilities include the following:

Science

- Rooms should be well-ventilated.
- Kitchen and bathroom facilities should be in good working order.
- Fixtures should be clean and sanitized.
- Floors and floor coverings should be washable.
- Diapering area should be separate from feeding area.
- Caregivers should use disposable gloves or wash their hands before and after diapering.
- Bathrooms, cribs, and diapering areas should be sanitized daily.

V i: 3 Have students prepare a flip book on maintaining a sanitary environment. Refer to Chapter 20, Sanitation, in the *Services for the Elderly Reference Book*. Additional reference materials may need to be provided for the students use. Topics for the flip book could include

- definition of sanitation
- microbiology
- plant-like organisms which effect sanitation
- handwashing
- covering clothing when working with an elderly individual
- care and sanitation of linens
- methods of sanitizing
- cleaning and sanitizing dishes
- odors from illness and garbage
- destroying and repelling pests
- pesticides and safety
- disinfection and sterilization of instruments and equipment

Science

Explain how science concepts are related to safety. KEY QUESTIONS: Why is it necessary for a caregiver of the elderly to be knowledgeable about sanitation practices?

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How are germs spread from one person to another? How should the caregiver handle dirty linen? What is the difference between clean and sanitary? What are the most effective ways to handle odor problems? What measures can the caregiver take to control pests? What is the difference between disinfection and sterilization? Who is responsible for sanitation in caregiving situations?

V i: 4 Divide the class into groups. Assign each group to plan, prepare, and present a skit on the different headings listed in their flip books from V i: 3. Call attention to important points not included in skits which should be remembered. Help students recognize that providing a sanitary environment is a very important part of their job as a caregiver for the elderly.

V j. ***Apply first-aid procedures.***

Resources: Chapter 8
Child Care and Guidance, Management, and Services Reference Book

Chapter 24
Services for the Elderly Reference Book

SCANS: Information
C. Interprets and Communicates Information

SCANS: Thinking Skills
E. Knowing How to Learn

V j: 1 Arrange for an appropriately-credentialed Red Cross first-aid instructor to teach first-aid procedures to students. Divide the class into pairs. As the Red Cross instructor teaches the first aid procedures, have each pair practice the first-aid procedures on each other. Refer to Chapter 24, First Aid, in *Services for the Elderly Reference Book*, for assistance. If there is an odd number of students, the teacher could be a partner.

V j: 2 Invite a nurse to discuss first-aid supplies and to demonstrate how to use the supplies when performing first-aid emergency care on children. KEY QUESTIONS: What supplies should be kept in the emergency care room at a child care facility? What is the purpose of a first-aid kit? What is the intended use of sterilized needles, Epsom salts, aromatic ammonia, activated charcoal, calamine lotion, baking soda, and hydrogen peroxide? Provide samples of the recommended first-aid supplies for child care facilities. Have the nurse supervise the students as they use the first-aid supplies to apply emergency care techniques on doll manikins. Have the students write thank you letters to the guest resource speaker.

V j: 3 Use references on standard first aid and personal safety to assist students in their investigation of first-aid techniques to use when handling emergencies in a child care facility. Contact the American Red Cross to obtain current publications. Have the students design a first aid trivia game using 3 x 5 index cards. Each card should have an emergency situation written on one side and the appropriate first-aid

COMPETENCIES

TEACHING STRATEGIES

technique written on the other side. The game should test the player's knowledge of first aid. The object of "First Aid Trivia" is for players to win each card by correctly describing or demonstrating the first-aid procedure for each emergency. Examples of emergency situations are as follows:

- A child chokes on food during a meal.
- A child stops breathing.
- A child has an allergic reaction to a bee sting.
- A child is hit in the face with a ball.
- A child swallows a coin.
- A child swallows a bottle of aspirin.
- A child falls and cuts both knees.
- A child burns a hand on the range.
- A child drinks the fertilizer and water mixture intended for the flower garden.
- A child is apparently in shock (has bluish skin).
- A child puts a metal object into an electrical outlet and cannot let go.
- A chemical splashes into a child's eye. The child is crying and trying to rub the injured eye.
- A child falls from the top of the slide and is lying on the ground.

To play the game, divide the class into two teams. The leader should take the first trivia card and read the emergency situation to Team One. The first two players on Team One describe or demonstrate the emergency first-aid procedure and keep the card if the procedure is correct. If the answer is incorrect, two players from Team Two are given a chance to describe or demonstrate the first aid procedure. If the answer is correct, Team Two keeps the card. The game continues until all trivia card emergency situations are read and every player on both teams has had an opportunity to describe or demonstrate an emergency first-aid procedure. The "First Aid Trivia" winner is the team that collects the most cards.

V j: 4 Lead a class discussion on emergency first-aid procedures that might be needed in adult care facilities. Divide the class into pairs. Write emergency care situations on cards, and have each pair draw a situation card. Have the students use a reference on standard first aid and personal safety to determine the emergency first-aid procedure needed for the role play emergency. Have one partner play the role of the dependent adult and the other partner play the role of the caregiver. The expected behavior of the students is total participation. Some examples of emergency care role plays are as follows:

- An adult is bleeding severely on the lower left arm.

SCANS: Thinking Skills
E. Knowing How to Learn

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- An adult stops breathing.
- An adult falls to the floor.
- An adult faints.
- An adult has sudden change in behavior such as slurred speech, numbness, or confusion.
- An adult chokes while eating.
- An adult has severe chest pains.
- An adult is apparently in shock (has bluish skin).

Provide an opportunity for the partners to prepare and to present the first aid role plays to the class. Lead a discussion on how well the groups functioned and on the benefits of the first aid role plays.

V k. ***Maintain CPR certification.***

Resources: Chapter 9
Child Care and Guidance, Management, and Services Reference Book

V k: 1 Arrange for an appropriately-credentialed cardiopulmonary resuscitation (CPR) instructor to present the CPR course to the class. The name of a certified instructor can be obtained from the American Red Cross Office, American Heart Association, or the Emergency Medical Service. Have students write thank you letters to the guest instructor.

V k: 2 After the instructor teaches the class, have the students practice CPR on a CPR manikin. Be sure that each student has an opportunity to practice with the manikin.

V k: 3 Refer to Chapter 9, Handling Emergencies, in the *Child Care and Guidance, Management, and Services Reference Book*, to assist with a class discussion on handling emergencies. Lead a class discussion on the requirements for certification in CPR. Use the "Football Review" strategy to review emergency artificial respiration and CPR steps. Use rules for football and organize the students into two teams. Assign a coach for each team. Coaches are responsible for keeping track of the team's score and for the conduct of the team members. The toss of a coin determines which team plays first. Draw a football field diagram on the board. A question is then "kicked off" to a team. Questions are worth a specific number of yards gained if answered correctly and yards lost if missed. The more difficult questions are worth touchdown points. Play should start at the fifty-yard line. The team with the ball has the option of either trying for a goal after moving a specified number of yards or going for a touchdown question at any time and risking loss of the ball. Enhance the activity by displaying the American Red Cross First Aid posters: *When an Infant Stops Breathing* and *When a Child Stops Breathing*. This poster set is #1045, published in June 1989, by the American National Red

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		Cross and may be obtained from the nearest American Red Cross chapter.
	V k: 4	Have each student compose review questions on cardiopulmonary resuscitation and the requirements for obtaining and maintaining CPR certification. Have the students sit in a circle. Play a review game strategy called, "Hot Heart." Pass around a "hot" heart-shaped object. When the leader says, "Stop!," the student holding the "Hot Heart" is asked a question about artificial respiration or CPR. Points are given to the person who gives the correct answer.
V l. Demonstrate emergency and evacuation procedures. **Resources:** Chapter 9 *Child Care and Guidance, Management, and Services Reference Book* Chapter 21 *Services for the Elderly Reference Book*	V l: 1	Divide the class into cooperative learning groups of five. Have the groups assign each person a number. Ask the students to relocate to expert groups with the "ones" in a group, the "twos" in a group.... Assign each of the new groups an emergency and evacuation procedure to research and study. On a signal, have the students move back to the original groups. The five "experts" will teach the group members five emergency and evacuation procedures. Assign each group a different emergency procedure to demonstrate to the class. Give each student a quiz testing knowledge of all emergency and evacuation procedures. Lead a class discussion on how well the groups functioned and on the usefulness of the "expert" group learning strategy.
SCANS: Interpersonal D. Exercises Leadership	V l: 2	Have the students design an emergency and evacuation bulletin to be given to family members and parents of children in a child care facility. Have the students include information detailing the child care facility's plans for action in case of fire, tornado, electrical storm, flood, and earthquake. Instruct the students to critique the bulletins and use ideas to compile an attractive, informative, and professional bulletin that might be distributed by a child care facility. Arrange for a child care facility director to work with student leaders to critique the bulletin and to suggest improvements. Provide opportunities for the students to assume leadership roles to plan and implement emergency and evacuation procedures in preschool, middle school, or high school settings.
SCANS: Basic Skills D. Listening	V l: 3	Arrange for a child care director and a long-term care facility director to speak to the class about (1) types of emergencies, (2) emergency procedures, and (3) evacuation procedures in case of a natural disaster. In advance, have students prepare questions for the guest resource speakers.

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Following the presentation, have students prepare an outline of the information presented by the speakers. Have students write thank you letters to the guest resource speakers.

V l: 4 The guest speakers in V l: 3 may not be able to cover all emergencies that require evacuation. If not, divide the class into groups and have different groups research evacuation procedures following natural disasters and topics related to disasters such as:

- Lightning
- Tornadoes
- Hurricanes
- Floods
- Earthquakes
- Fire
- If there is preparation time before the evacuation, what items should be taken?
- What should be done following a disaster?
- How can you assist individuals following a disaster?

V l: 5 Distribute copies of Teaching Aid 68, *Case Study: Emergency Evacuation Procedures,* to each student. Have students work in pairs to discuss how they would handle this emergency situation. The students should then write their responses to the questions and be prepared to share them with the class. Lead the class in comparing different types of emergency situations with the appropriate procedures to be followed in a variety of care settings.

V m. Identify abuse and neglect indicators.

Resources: Chapter 3
Child Care and Guidance, Management, and Services Reference Book

Chapter 22
Services for the Elderly Reference Book

Language Arts

V m: 1 Divide the class into groups and assign each group a category of child abuse and neglect. Have students use Chapter 3, The Child Care Center, in the *Child Care and Guidance, Management, and Services Reference Book,* and additional reference material to assist them in their investigation on abuse and neglect. Have groups research, write, and present oral reports describing each form. (For example, physical abuse, emotional abuse, sexual abuse, physical neglect, medical neglect, and abandonment.) Guide students to employ language arts skills in reading and interpreting information.

V m: 2 Invite a representative of the local law enforcement agency or the Texas Department of Human Services to speak to the class about child abuse and neglect. KEY QUESTIONS: What are indicators of abuse and neglect? What predictions

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can be made for the future concerning child abuse and neglect? How might child abuse be prevented?

V m: 3 Lead a class discussion regarding the different types of elder abuse. Include the following:

- ***Physical abuse***—violence, withholding personal care, food, or medical care
- ***Psychological abuse***—isolation from friends and family, verbal assaults resulting in mental distress, fright, or emotional disturbance
- ***Negligence***—lack of supervision, active or passive neglect, careless conduct by caregiver
- ***Exploitation***—theft of money or property, misúse of money or property accomplished by deceit or fright

Ask students to brainstorm examples of each type of abuse, if possible. Display Teaching Aid 69, *Factors That May Lead to Elder Abuse.* Explain that recorded data on elderly abuse is limited but some possible factors for causing this abuse are included in the Teaching Aid. Lead a class discussion on these factors in relation to the different types of abuse. KEY QUESTIONS: Which factors are related to which type of abuse? How can a family help elderly members feel like an important part of the family? Have students brainstorm and list ways to help prevent elder abuse. Include the services listed in Teaching Aid 70, *Services Available for the Elderly,* and activities which could be done to assist the elderly and the caregiver such as preparing a dish for supper, dusting the furniture, vacuuming the floors, staying with the elderly person while the caregiver goes to the store or has an afternoon off, or playing checkers or other games which the elder enjoys. These activities easily could be done if the elderly person is a friend, relative, or neighbor. Explain that volunteering in an elder care center can be very rewarding. KEY QUESTIONS: Why might elder abuse increase in the coming years? What type of abuse is most likely to occur? least likely? Can you identify a main cause of elder abuse?

SCANS: Thinking Skills
F. Reasoning/Critical Thinking

V m: 4 Display Teaching Aid 71, *Meet Emily,* as a transparency or distribute as a student handout. Ask students to identify the different types of abuse and the possible causes of the abuse. Lead a class discussion on recognizing signs of abuse. Signs of abuse may include the following:

- avoidance of touch
- changes in behavior
- loss of appetite
- regression
- aggression

SCANS: Information
A. Acquires and Evaluates Information

COMPETENCIES

TEACHING STRATEGIES

- crying
- indirect hints

Discuss with students characteristics of an abuser. Research on elder abuse in the states of Maryland, Massachusetts, Ohio, Michigan, Maine, and New Hampshire indicated that the abuser is usually a close relative living with the older person who is probably the caregiver. In most cases, the abuser was under some kind of stress such as alcoholism, drug addiction, medical problems, or a long-term financial problem. (Information obtained from *Human Services—Abuse of the Elderly* by Ann Langley, Texas Department of Human Resources, March 1983. Monograph Series, Project Share.) KEY QUESTIONS: Who is most likely to recognize abuse in an elderly person? What should be done if signs of abuse are observed? How can information learned about abuse be applied to future situations?

SCANS: Thinking Skills
F. Reasoning/Critical Thinking

V m: 5 Lead a class discussion comparing the patterns of child abuse to cases found in elderly abuse. Have students identify the similarities and differences and prepare a chart to organize the information.

V n. ***Report signs of abuse and neglect to appropriate administrators.***

Resources: Chapter 3
Child Care and Guidance, Management, and Services Reference Book

Chapter 22
Services for the Elderly Reference Book

V n: 1 Refer to Chapter 3, The Child Care Center, in the *Child Care and Guidance, Management, and Services Reference Book*, and Chapter 22, Preventive Health Measures and Signs of Illness, in the *Services for the Elderly Reference Book*, to assist students in their investigation of procedures for reporting suspected abuse and neglect. Additional information on reporting suspected abuse can be obtained from the Department of Human Services. Have students investigate how and to whom child and elder abuse should be reported. Invite a representative of Children's Protective Services or a representative of the Department of Human Services to speak about reporting child abuse and neglect.

V n: 2 Divide the class into groups of two or three. Refer to Chapter 3, The Child Care Center, in the *Child Care and Guidance, Management, and Services Reference Book*, to assist students in their investigation. Have the students write a case study about a fictitious child or elder abuse or neglect situation. Have the groups exchange case studies and then complete an abuse or neglect report based on the facts provided in the case study. Have the students complete the report according to the state's recording procedure.

V n: 3 Review with the students the signs of abuse or neglect and the characteristics of an abuser. Display Teaching Aid 72,

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Problems in Dealing with Elder Abuse Cases, and lead a class discussion on these problems. KEY QUESTIONS: Why is the abused person reluctant to report abuse? Why is the abused elderly person reluctant to call the police? What would be the outcome if the abused elderly person reported the abuse? Lead the class in the "If" game about reporting elder abuse and neglect to the appropriate administrators or authorities.

- If a neighbor was being neglected, report neglect to _____. (Department of Human Services).
- If working in a hospital, report abuse to _____. (floor supervisor).
- If visiting in a care center for the elderly, report abuse to _____. (supervisor of care center or the Department of Human Services).
- If visiting a friend in an adult foster care home, report abuse or neglect to _____. (Department of Human Services).
- If working in a senior citizen's center, report abuse to _____. (supervisor of the center or Department of Human Services).
- If there is not a Department of Human Services in your town or city, report abuse to _____. (the police department).
- If working in a long-term care facility, report abuse or neglect to _____. (the supervisor or the Department of Human Services).

KEY QUESTIONS: What would determine if the abuse or neglect should be reported to the supervisor of an institution or to the Department of Human Services? Would you be willing to report a case of elder abuse or would you be afraid? Why?

Language Arts

V n: 4 Invite a representative of Adult Protective Services or the Department of Human Services to speak to the class about laws pertaining to elder abuse and neglect. If a Department of Human Services representative is not available, adapt this activity by inviting an attorney or representative of an organization that offers services to the elderly. KEY QUESTIONS: How should elder abuse or neglect be reported? What are indicators or signs of abuse or neglect which should be observed? What course of action does the agency take when a report of elder abuse is received? May an elderly person request protective services? What are the state laws that address elder abuse and neglect? How are these laws being enforced? What improvements in laws need to be made to help the abused or neglected elderly? After discussing the laws concerning elder abuse, instruct

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students to write letters to the House Select Committee on Aging (U.S. House of Representatives) or the Senate Special Committee on Aging (U.S. Senate) for information on new laws and services for abused and neglected elders. Refer to information on writing business letters and official correspondence in Teaching Aids 18a and 18b. Make students aware that language arts skills are reinforced in this activity.

V o. ***Identify basic nutrition principles.***

Resources: Chapter 7
Child Care and Guidance, Management, and Services Reference Book

Chapters 14, 15, 16
Services for the Elderly Reference Book

Science

V o: 1 Display a transparency of Appendix D, *Food Guide Pyramid*, and Appendix E, *A Pattern for Daily Food Choices*. Explain the pyramid and the amount of foods which equal one serving. KEY QUESTION: Which foods contribute to good health? Display a transparency of Appendix F, *Dietary Guidelines for Americans*. Lead a class discussion on these guidelines, and have students analyze their diets and list the guidelines which they need to improve. Have volunteers share their "needed improvements," and ask class members to suggest ways to improve diets. KEY QUESTION: Why is it important for elderly people to incorporate these guidelines into their daily dietary patterns? Divide the class into small groups. Have each group design a daily meal plan for an elderly person which includes breakfast, lunch, dinner, and two snacks, or four to six small meals, depending on the age and the activity of the elderly person. Allow time for the groups to share their meal plans with the class.

V o: 2 Discuss the definition of the phrase, ***study of nutrition***. Emphasize that the study of nutrition involves a study of the nutrients and how the body uses them. Use Appendix C, *Instructor's Resource Guide for Teaching Nutrition Education*, and Appendix E, *A Pattern for Daily Food Choices*, as references. Use Teaching Aid 73, *Nutrients and You*, to assist students in their investigation of nutrients, their sources, and their functions. Teaching Aid 73—Answer Key is the answer key for this activity. Instruct the students to fill in the blanks in the *Nutrients and You* Teaching Aid as you lead a discussion about the major nutrients provided by food sources in each food group. Through questioning, lead the class to explore science principles related to nutrition.

V o: 3 Divide the class into groups. Assign each group to research one of the following nutrients:

- protein
- carbohydrates

COMPETENCIES	TEACHING STRATEGIES
	• fat-soluble vitamins—vitamins A, D, E, and K • B-complex vitamins • ascorbic acid • macrominerals • microminerals • fats • water Each group should present an illustrated talk to the class on the nutrient researched including (a) types (if more than one); (b) sources; (c) functions; and (d) implications for the elderly. Students should prepare posters or use food models in preparing their illustrated talk.
	V o: 4 Use Teaching Aid 74, *Breakfast Menus*, and Appendix E, *A Pattern for Daily Food Choices*, to assist students in their investigation of the nutritive value of foods included in the menus. Have students analyze each of the menus and answer the questions for each. Divide the class into groups of two or three. Instruct each group to plan three different nutritional breakfast menus that would appeal to children three to six years old.
	V o: 5 Lead the class in a discussion of dietary fiber. Include the types, sources, and functions. Refer to the section, Functions of Dietary Fiber, in Appendix C, *Instructor's Resource Guide for Teaching Nutrition Education*. The Recommended Dietary Allowance for fiber is between 20 and 35 grams per day. Americans currently average about 11 grams per day. Using Teaching Aid 75, *Fiber-Rich Foods*, have students calculate the amount of fiber included in their diets for the last twenty-four-hour period and plan a day's meal for an elderly person, remembering that as people age, they develop changes in smell, taste, and texture preferences of foods. Ask different groups to share their day's plan, stressing the high-fiber foods selected. Lead a class discussion of the physiological, psychological, and social implications of foods.
V p. ***Describe nutritional needs throughout the life cycle.*** **Resources:** Chapters 14, 15, 16 *Services for the Elderly Reference Book*	V p: 1 Divide the class into eight groups. Assign one stage of the life cycle to each group. Have each group prepare a collage of their assigned family life cycle. Instruct the groups to use resources to gather information on concerns families have during different stages of the family life cycle. Refer to figure 4, Nutritional Needs During the Life Cycle, in Appendix C, *Instructor's Resource Guide for Teaching Nutrition Education*, and to Teaching Aid 76, *The Family Life*

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		Cycle. Family concerns could include nutritional needs, finances, retirement plans, children, education, careers, special family needs, and medical needs. Assign students to present their collages and information to the class. KEY QUESTIONS: During which stage(s) are nutritional needs likely to be a major concern? During which stage is proper nutrition the most critical? During which stage(s) of the family life cycle are medical needs likely to be a major concern? Which of the family concerns listed should be considered in an early stage of the family life cycle in order to plan for the future? Why?
	V p: 2	Lead a class discussion on nutritional needs of young children. Have the students research the nutritional needs of children using the section, Special Nutrition Requirements During the Stages of the Life Cycle, in Appendix C, *Instructor's Resource Guide for Teaching Nutrition Education.* Divide the class into groups of two or three. Have each group plan a weekly menu for preschool children which includes a morning snack, lunch, and an afternoon snack.
	V p: 3	Divide the class into groups of three and have them design a restaurant menu for children ages three to six. Use Teaching Aid 77, *Design a Restaurant Menu for Children Ages 3 - 6,* Teaching Aid 39, *Group Worksheet,* and Teaching Aid 78, *Rules for Writing Menus,* to assist in organizing the students' learning experience. Provide each group with posterboard so the menus can be put on display in the classroom. After they have designed their restaurant menus, have the groups present their menu to the class. Have the class evaluate each group's menu using the criteria stated in Teaching Aid 77, *Fiber-Rich Foods,* and Appendix E, *A Pattern for Daily Food Choices.*
Science	V p: 4	Have students prepare a chart to illustrate the following changes which occur during the aging process and how the changes might be minimized with the proper diet: • bones, muscles, and cell structure • breathing and blood circulation • cardiovascular problems • nervous system • digestion and elimination • sight, hearing, smell, and taste • skin, hair, and sweat glands • susceptibility to illness • sex functioning and hormones Refer to the section, Basic Needs of the Elderly, in Chapter 5, Physical Needs of the Elderly, in the *Services for the*

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Elderly Reference Book. KEY QUESTIONS: How are cell changes and human body systems affected by aging? What percent of elderly people are able to function independently? (80 to 85 percent) What percent of elderly people have health and other problems which seriously affect their lives? (15 to 20 percent) What are some of the problems which elderly people face? (inadequate nutrition, limited income, loneliness, boredom) Which body changes are hereditary? Which are caused from poor nutrition through several life stages? Which are caused from aging, but can be improved with medical help and good nutrition? Ask students to determine practices they could implement in their lives now which would slow the aging process in later life.

SCANS: Basic Skills
D. Listening
E. Speaking

V p: 5 Invite a panel of senior citizens living in a variety of situations and who are different ages as guest speakers for the class. Have the panel members tell about themselves, their food preparation and eating habits, their lifestyles, their social lives, and what it is like to be senior citizens. Have the class prepare questions such as: What problems and rewards have they encountered? What are their major expenses, housing needs, food requirements, financial adjustments, and responsibilities? Which living costs increase during the aging years? which decrease? How do they use their leisure time? How has the division of work within the home changed as a result of retirement? How has the aging process affected them? How are they finding personal fulfillment? How would they characterize family interaction during the aging years? What changes have been made in food preparation and eating habits since retirement? How would they recommend preparing for the aging years?

V p: 6 Lead a class discussion on the nutritional needs of the elderly. Refer to the section, Special Nutrition Requirements During the Stages of the Life Cycle, in Appendix C, *Instructor's Resource Guide for Teaching Nutrition Education,* as a resource. Divide the class into groups of two or three. Instruct each group to plan a weekly menu for elderly individuals including a morning snack, lunch, and an afternoon snack.

V q. Provide assistance in preparing nutritional meals and snacks.

V q: 1 Have the students brainstorm and list nutritional guidelines for children. Use Appendix E, *A Pattern for Daily Food Choices*, and Appendix F, *Dietary Guidelines for Americans,* to assist students in their evaluation of published menus. Divide the class into groups of two or three. Have

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Resources: Chapter 25
Child Care and Guidance, Management, and Services Reference Book

Chapters 14, 15, 16
Services for the Elderly Reference Book

Mathematics

SCANS: Thinking Skills
A. Creative Thinking
C. Problem Solving

TEACHING STRATEGIES

each group select one nutritious breakfast or lunch menu to prepare in the foods laboratory. KEY QUESTIONS: What things help attract children to food being served? What is important to remember when serving food to children? Have the groups plan market lists for their meals; then have the groups prepare, serve, and evaluate the meals. Remind students that mathematics skills are used in computing food quantities and measurements.

V q: 2 Have groups of students invent a nutritious snack appropriate for young children. Use Teaching Aid 79, *Fruity Snack Ideas*, and Teaching Aid 80, *Naturally Good Drinks*, to assist the students with the selection of nutritious snacks. Discuss snack foods to avoid with infants and toddlers such as peanuts, marshmallows, hard candy, grapes, and hot dogs. Have the groups name their snack and create a commercial to advertise the snack. Have the groups present their commercial to the class. If possible, have a child care center staff person(s) evaluate the snacks, then arrange for students to prepare and serve a nutritious snack to children in a child care center.

V q: 3 Explain to students that the caregiver may have total responsibility for planning and preparing meals and snacks. Lead a discussion concerning the procedure to follow when planning menus and preparing food. For resources refer to Teaching Aid 81, *Comparison of Special Diets*, and to the section, Retaining Nutrients in Foods, in Appendix C, *Instructor's Resource Guide for Teaching Nutrition Education*. Demonstrate preparation techniques of foods, and discuss methods for retaining nutrients.

V r. ***Follow appropriate procedures in reporting accidents.***

Resources: Chapter 9
Child Care and Guidance, Management, and Services Reference Book

Chapter 24
Services for the Elderly Reference Book

V r: 1 Lead a class discussion on the reasons for accurate and accessible health records for children in a child care facility. KEY QUESTIONS: Why would having accurate health records be especially important in caring for children in emergencies? Examples of information include the following:

- complete child and family health history
- date of most recent physical examination
- immunization records
- emergency information
- dental records
- directions for giving medication
- list of names of medications and dosage taken, regardless of their seriousness

COMPETENCIES		TEACHING STRATEGIES
		- detailed health records for children with disabilities, children with chronic illness, and children with progressive diseases
SCANS: Basic Skills E. Speaking	V r: 2	Have students collect articles from newspapers and magazines that relate to children's accidents or medical emergencies, and have them share the articles with the class. Lead a class discussion on action that should be taken by a caregiver when a child has an accident. Have groups of students do a semantic map of the procedures used in reporting medical emergencies. A detailed description of semantic mapping is included in the *Recommendations for Using the Intergenerational Professions Instructional Guide* found in the upfront section of this book. Encourage students to share their maps with the class.
	V r: 3	Provide students with a definition of the term *accident*. Collect newspaper articles about recent accidents in homes or in the community. As a class, review the articles and summarize the accidents. KEY QUESTIONS: How were these accidents reported? Could the accidents have been prevented? How? Lead a class discussion regarding ways to reduce accidents. Refer to the section, Safety Rules, in Chapter 21, Safety, in the *Services for the Elderly Reference Book*. Divide the class into groups. Have each group elect a leader. Using the semantic mapping technique, have the groups map strategies for eliminating or reducing the number of accidents in the home. A detailed description of semantic mapping is included in the *Recommendation for Using the Intergenerational Professions Instructional Guide* found in the upfront section of this book. Categories could include general safety, kitchen safety, bathroom safety, stairway safety, and fire safety. Have the leader from each group report to the class. For review, have students identify definite rules for prevention of accidents.
	V r: 4	Inform the class that the home symbolizes safety and security, yet it is a place where over 20,000 people die annually from accidents such as fires, falls, poisonings, and lawn mower accidents. As a caregiver for the elderly, one may have the responsibility of reporting an accident. Emphasize to students that different care settings will probably have different policies and procedures for reporting accidents. Students should be aware of the facility's policies and procedures for reporting accidents. If they have questions, they should ask their training site supervisor. In case of an accident, the student should report the accident immediately to the supervisor. Some general rules to follow are

COMPETENCIES	TEACHING STRATEGIES

- Be prompt and report the accident as accurately as you can.
- Report all facts related to any incident or accident for protection of all persons and health care workers involved and the benefit of the facility's safety program.
- Do not discuss the accident with other people in the care setting or friends or relatives of the person involved in the accident. Let the supervisor contact friends or relatives, unless you are asked to do so by your supervisor.

In a home situation, the caregiver would be the person responsible for reporting accidents. Display Teaching Aid 82, *Analyzing a Home Health Emergency,* and Teaching Aid 83, *Emergency Procedures*, as transparencies. Lead a class discussion on correct reporting procedures. Explain and model the reporting of an accident using the word "LIFE." Refer to Teaching Aid 119, *Remember L•I•F•E*, in the *Services for the Elderly Curriculum Guide*. Each letter of this key word stands for information needed when making an emergency call.

L — Location of emergency.
I — Injuries which have occurred and number of people injured.
F — First aid that already has been given.
E — Equipment circumstances which alert the person receiving the call to the system needed. For example, a pacemaker failure would require special electronic equipment.

V r: 5 Divide the class into small groups. Have the groups plan accident scenarios and act them out giving the proper procedure for reporting the accident. Examples of accident scenarios include the following:

Language Arts

- An elderly person is burned at home.
- An automobile accident occurs on the highway.
- An accident occurs at a senior citizen's center.
- An elderly person slips on the floor in a department store.
- An elderly person falls while getting out of a bed at a foster care home.
- An elderly person chokes on a bite of food at a restaurant.
- An elderly person falls when entering a grocery store.
- An elderly person takes the wrong medication.

V r: 6 Invite an appropriately-credentialed representative from the local burn center or an Emergency Medical Technician

COMPETENCIES	TEACHING STRATEGIES
SCANS: Information A. Acquires and Evaluates Information	(EMT) to speak to the class on accidents involving burns and first aid administered for burns. As a class prepare questions to be asked to the guest speaker. Have students write a follow-up report.
V s. ***Explain the role of the caregiver in caring for the terminally ill.*** **Resources:** Chapter 6 *Child Care and Guidance, Management, and Services Reference Book* Chapter 25 *Services for the Elderly Reference Book*	V s: 1 Write the term ***terminal illness*** on the chalkboard. Give a strip of paper to each student. Ask students to write down their reactions when they first see the term. Have volunteers share their reactions with the class. Lead a class discussion regarding ways in which a diagnosis of a terminal illness can affect the individual and the family. KEY QUESTIONS: What does ***terminally ill*** mean? Who does a terminally ill diagnosis affect? What reactions might a terminally-ill person experience first? What reactions might family members experience first? Refer to Teaching Aid 47, *Stages in the Grief Process.* Have students imagine that they will be caring for a person who has been diagnosed as having a terminal illness. The doctor projects that the person has about one year to live. KEY QUESTIONS: What psychological or emotional needs must be fulfilled in order to better cope with the diagnosis of a terminal illness? How can self-help activities help a terminally-ill individual maintain high self-esteem? Why should one avoid being overly protective of a terminally-ill person? How might one support the terminally-ill person and family members with care and kindness? What organizations for the terminally ill are located in your community? What services do they provide? Refer to the section, Caring for the Terminally Ill, in Chapter 25, Terminal Illness, in the *Services for the Elderly Reference Book.* V s: 2 Invite a representative from a hospice program to speak to the class. As a class, prepare questions to ask the speaker following the presentation. A ***hospice*** is a concept of care for the terminally ill and their family members with a focus on preventive pain management and symptom control. This care is delivered through an interdisciplinary team who address physiological, psychological, spiritual, and economic issues. Lead a class discussion on the term ***support group***. Explain that support groups help families and terminally ill persons cope with illness and death. Emphasize that the family members are the major support group. Have students list ways to find a support group and sources that provide information about support groups. Instruct students to select a support group in which they have an interest and write a letter to that group requesting information about

COMPETENCIES	TEACHING STRATEGIES
	their activities. Have students share their replies with the class. Refer to Teaching Aid 84, *Support Organizations.* After the class discussion, have students design a bulletin board titled, "Adjustments for Families of the Terminally Ill." Depict different types of family adjustments, how to facilitate adjustments, and the rewards for coping. The bulletin board could focus on children, young adults, and the elderly.

V t. ***Perform routine daily health check.***

Resources: Chapter 10
Child Care and Guidance, Management, and Services Reference Book

Chapter 23
Services for the Elderly Reference Book

Language Arts

Science

V t: 1 Have students identify signs and symptoms of children's health, including how children look and behave when they are in good health as well as when they are ill. Have students use fluency skills to list as many signs and symptoms of childhood illness as possible in three minutes. Have students count the number of signs and symptoms, record the number on the top of their paper, and share their lists with the class. Use magazines and newspapers to locate articles on signs/symptoms of illness in children. Have students read the articles and report to the class.

V t: 2 Invite a school nurse to discuss routine health checks made in the preschool setting. Divide the class into groups of two or three, and have students develop a daily health check form to be used in a child care facility. Provide several health check forms secured from child care facilities to assist students in their investigation. Arrange for students to observe and assist with routine daily health checks while working with children in child care facilities.

V t: 3 Inform students that routine daily health checks for the elderly in a care setting may include taking and recording the person's temperature, pulse, respiration, and blood pressure. These are usually referred to as ***vital signs***. The amount of information to be recorded depends upon the needs of the elderly person, and the request of the doctor, nurse, or person in charge. Basic information such as date, time of observation, pulse rate, respiration, and temperature are recorded on a chart. When recording vital signs it is important to

- be accurate,
- record information immediately,
- use clear, concise terms,
- write legibly, and
- immediately report sudden, abnormal changes to the supervisor or person in charge.

Distribute copies, and display a transparency of Teaching

COMPETENCIES

TEACHING STRATEGIES

Aid 85, *Temperature Facts*. Ask different students to read a fact. Lead a class discussion on body temperatures, including abnormal, subnormal, and normal body temperatures. Through questioning, lead the class to explore science principles related to body temperature. KEY QUESTIONS: What factors affect body temperature? At what level(s) can temperatures be damaging to the body? What is the best time of the day to take one's temperature? When is body temperature likely to be highest? lowest? In a home care situation, how often should a temperature reading be taken? How could one keep track of the readings in a home care situation?

V t: 4 Distribute copies of Teaching Aid 86, *Body Temperature*. Lead a class discussion on the methods of taking a person's temperature. Methods are oral, rectal, axilla (underarm), and ear. Exhibit different types of clinical thermometers and a digital ear thermometer. Provide an oral digital thermometers and a digital ear thermometer. Provide an oral digital thermometer, a digital ear thermometer, and mercury thermometers, both oral and rectal. Have students examine them but not take their temperatures at this time. Explain the digital ear thermometer which is the newest technology in taking temperature. Refer to Teaching Aid 87, *Digital Ear Thermometer, Information and Facts*. Have one person take her or his temperature with the digital ear thermometer. Demonstrate the procedure for cleaning and sanitizing the digital ear thermometer. As students take their temperature have them record the readings. Instruct students on using a digital thermometer. Be sure to include the information that most digital thermometers have plastic covering that should be put on the part that goes into the mouth. A digital thermometer is placed under the tongue, just as an oral mercury thermometer. KEY QUESTION: What are the advantages of a digital thermometer compared to a mercury thermometer? (takes a person's temperature in about one minute, easy to read, safer because has no glass that can break) Have a few students volunteer to take their temperatures with a digital thermometer. Have students record the readings. Lead a class discussion on the following:

- degree markings
- mercury changes that occur when the temperature is taken
- procedure for cleaning a mercury thermometer
- method of reading a mercury thermometer

Distribute copies or display a transparency of Teaching Aid 88a, *Mercury Thermometers*. Point out to students that reading a mercury thermometer requires mathematics skills.

Science

Mathematics

SCANS: Technology
B. Applies Technology to Task

COMPETENCIES | **TEACHING STRATEGIES**

Give each student a copy of Teaching Aid 88b, *Reading a Mercury Thermometer*. Have students record their answers. Answers to Teaching Aid 88b are as follows: (1) 104.2°F.; (2) 97.0°F.; (3) 100.6°F.; (4) 101.4°F.; (5) 98.2°F. Ask students to practice taking their temperature orally with a mercury thermometer and to record the readings. Compare all of the temperature readings taken from the various types of thermometers and the readings from Teaching Aid 88b, *Reading a Mercury Thermometer*. Have students determine which readings are normal, abnormal, and subnormal. KEY QUESTIONS: What is the best type of thermometer for home use? Why? How does one decide which method to use to take a person's temperature? Which method provides the most accurate reading of body temperature? How long should each type of thermometer be left in place?

V t: 5 Display Teaching Aid 89, *Monitoring Pulse Rates*, or distribute copies to each student. Have students read the information. Lead a class discussion on the meaning of pulse and pulse rates. Point out the variance of pulse in relation to the time of day, previous activities, physical condition of the person, weight of the person, and age of the person. Through questioning, lead the class to explore science principles related to pulse rates. KEY QUESTIONS: What is the normal pulse rate for adults? teenagers? infants? elders? What factors influence the pulse rate? What causes the pulse rate to increase temporarily? What causes the rate to decrease temporarily? Why is the pulse rate important? How much of an increase or decrease in the pulse rate of a home care patient should cause concern? Demonstrate how to count heart beats to take the pulse rate. Ask students to place their right forefingers between the tendons and wrist bone of their left arms so that the pulse of the arteries can be felt. Have them count for 30 seconds and multiply by two. Discuss other places on the body where the pulse can be taken. Point out that the pulse also provides information about the strength and rhythm of the heart. KEY QUESTIONS: What is the pulse? What is the pulse rate? Which types of physical conditioning can improve the condition of the heart and give one a stronger, slower pulse? What is the best type of physical condition for the elderly to improve the condition of the heart? How can you determine the pulse range of an elderly person? Have students keep a three-day chart of their pulse rates at the following times: as soon as they wake up in the morning (resting heart rate), after strenuous exercise, after a stressful class or mental workout, after eating, and before going to bed. As a class, have students make generalizations about the pulse rates

Science

Mathematics

taken at the various times. Remind students that they are practicing essential mathematics skills. KEY QUESTIONS: What was the difference in actual beats per minute among the students' pulse rates? Was the pulse in a normal range for each of the students? How might the time of the day and the activity affect a person's pulse rate?

V t: 6 Display Teaching Aid 90, *How to Monitor Respiratory Rates.* Lead a class discussion regarding respiration and respiration rates. KEY QUESTIONS: What is respiration? What role does respiration play in the body? How do respiration rates differ for men, women, children, infants, and elders? What factors may change the respiration rate? (Factors include age, exercise, emotional stress, lung disease, drugs, anesthesia, fever, shock, pain, disease, and injury.) What effect does fever have on the respiration rate? What effect does smoking over a period of years have on respiration? What effect does continued smoking into the later years of life have on respiration? What effect does breathing through one's mouth rather than breathing through the nose have on the individual? (Air is not filtered.) What is hyperventilation? What should be done for a person who is hyperventilating? Review Teaching Aid 90, *How to Monitor Respiratory Rates.* Lead a class discussion on taking respiration. To assure that one is breathing normally, perform the procedure when the person is unaware that respiration is being monitored. It is recommended that respiration rate be checked immediately after taking the pulse while still touching the pulse point. Through questioning, lead the class to explore science principles related to respiratory rate. KEY QUESTIONS: Why is it important to monitor a person's respiration? Why is it best to monitor a person's respiration without the person's knowledge? What could be done if the caregiver cannot clearly see the chest rise and fall? (Fold the person's arm across the chest, and then feel the breathing as you hold the wrist.)

Science

V t: 7 Assign students to read reference material for information on blood pressure. Lead a class discussion regarding blood pressure readings. KEY QUESTIONS: What is systolic pressure? Diastolic pressure? What is the normal blood pressure range for adults? for teens? for elders? How do rates differ between men and women? How often should one's blood pressure be checked? What factors can lead to a false blood pressure reading? Invite the school nurse to visit the class and take each student's blood pressure. Have the nurse explain high and low pressure readings and share with students the importance of maintaining normal blood

Science

Mathematics

COMPETENCIES		TEACHING STRATEGIES
		pressure. As a class, prepare questions in advance for the nurse. Have students turn in written summaries of information gained from the presentation. Through questioning, lead the class to explore science principles related to blood pressure and mathematics skills related to accurate readings. KEY QUESTIONS: What is high blood pressure? What is low blood pressure? What causes high and low blood pressure to exist? How can an individual control high or low blood pressure? What is hypertension? What is hypotension? What are the dangers of hypertension and hypotension? What is considered normal blood pressure for teens? adults? elders?
V u. *Practice personal sanitation procedures.* **Resources:** Chapter 7 *Child Care and Guidance, Management, and Services Reference Book* Chapter 20 *Services for the Elderly Reference Book*	V u: 1	Write the following word and definition on the board: *Aseptic*—term used to mean free from germs or bacteria that may cause infection. Lead a class discussion how aseptic conditions are maintained and personal hygiene habits which are important for personal hygiene to prevent the spread of infection. Display a transparency of Teaching Aid 91, *Sanitation Procedures,* to assist in the discussion. Include information about when hands should be washed such as before handling or preparing food, before eating, before and after changing diapers, after handling soiled articles or linen, and after using the toilet.
	V u: 2	Display a transparency of Teaching Aid 92, *Handwashing Procedures,* to assist with a class discussion on handwashing. Demonstrate the procedure for handwashing. As a class have students design a score sheet including a place to evaluate each step in the handwashing procedure. Assign students to work in groups of three or four to practice handwashing. Each person in the group will be evaluated by other group members while washing their hands. If sinks are not available, small wash pans or plastic containers could be used.
	V u: 3	Lead a class discussion regarding the importance of frequent and thorough handwashing by children and caregivers. KEY QUESTIONS: How can the importance of handwashing be impressed upon children? What kinds of reminders can be posted at the children's eye level in the bathrooms and at other locations?
Science	V u: 4	Prepare microscope slides with such items as finger nail scrapings, hair, and saliva. Arrange to have the class meet in a science laboratory where microscopes are available.

COMPETENCIES		TEACHING STRATEGIES
		Have students view the slides and record what they see. Leave the prepared slides in a warm location for two days. Then have students view the slides again and compare the bacteria present at the second viewing to the first viewing. NOTE: If microscopes are not available, agar plates can be used. KEY QUESTION: How did this activity demonstrate the need for sanitation?
V v. ***Promote wellness through planning, initiating, and directing exercise and fitness activities.*** **Resources:** Chapter 12 *Child Care and Guidance, Management, and Services Reference Book* Chapter 17 *Services for the Elderly Reference Book* **SCANS:** Basic Skills A. Reading B. Writing	V v: 1	Assign students to write a report on articles from newspapers or magazines about exercise or view an exercise video. Lead a class discussion as the students summarize their report in terms of the following: • suggested benefits • types of exercise • time required • effects on mental and social health • relationship of exercise in regards to other aspects of living such as school, work, and family • cost KEY QUESTIONS: Why is exercise important to maintaining physical fitness? How does physical fitness affect self-concept? Should a doctor be consulted before starting a vigorous exercise program? Why? Why is exercise considered a principle of good health? What are some popular exercise programs? What household tasks provide exercise opportunities? How? Display a transparency of Teaching Aid 93, *Maslow's Hierarchy of Needs*. Discuss that exercise is a part of physiological needs for all persons, including the elderly.
	V v: 2	Have students brainstorm and list the values of exercise. Refer to Teaching Aid 94, *Values of Exercise*. KEY QUESTIONS: What daily activities would help an elderly person include exercise at home? What are the advantages of an elderly person going to a group exercise program? Do elderly people need the training that younger people associate with exercise? Why? (No, but elderly people need to do activities that give them pleasure, relaxation, companionship, and a sense of well-being.) When is a person too old to exercise? (Never, unless an illness causes the doctor to advise against it. Even ninety-year-old men and women find that exercise gives them more strength in their legs and arms. They can walk faster, get up and down more easily, and have more strength in their arms to lift objects.) When should an elderly person limit the type of exercise he or she does? (If a person is a diabetic, has Parkinson's disease, has

recently had surgery, gets dizzy in extreme hot or cold temperatures, or receives a doctor's advice.) When would water exercises be beneficial to an elderly person? (If the person has arthritis or other reasons suggested by the doctor. Water exercise is beneficial for most people.)

SCANS: Interpersonal
B. Teaches Others New Skills
D. Exercises Leadership

V v: 3 Use Teaching Aid 95a, *Chair Aerobic Activities for the Elderly*, Teaching Aid 95b, *Music for Aerobic Activities*, and Teaching Aid 39, *Group Worksheet*, to assist students in planning, initiating, and directing exercise and fitness activities. Have students plan an "Exercise Explosion" activity session for elders in an elder care facility or senior citizens center. Have the students role play and practice the exercise activities until they are proficient exercise leaders. Arrange for the students to work with an elder care director to initiate and direct the "Exercise Explosion" activities with the elders.

V v: 4 Display transparencies of both Teaching Aid 111, *Physical Development: Ages 2 - 6*, and Teaching Aid 94, *Types of Play*, both from the *Child Care and Guidance, Management, and Services Curriculum Guide*, to assist with the class discussion. Arrange for students to observe outdoor play activities at a child care facility. Have students observe organized play and write a log describing the children and the activities. Have students share their logs with the class. Divide the class into groups of two or three. Provide students with library resource books describing active games for young children. Have the groups plan short, fun, and active outdoor exercise activities for children ages two to six that will encourage the development of large motor skills.

V v: 5 Show parts of several exercise videos designed for children and adults. Have students work with each other in groups to design an exercise program for children and adults to exercise together. Have the groups take turns leading classmates in the exercise programs they develop. Videotape the exercise programs. Arrange for students to show the exercise videos and lead the exercise activities at a child care facility.

Mathematics

SCANS: Basic Skills
C. Arithmetic and Mathematics

V v: 6 Invite an activities director or appropriately-credentialed exercise specialist from a retirement home, a commercial fitness center, a hospital, or a community fitness program. As a class, prepare questions for the guest speaker in advance. KEY QUESTIONS: What types of exercise are desirable? Can an individual do these exercises at home?

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What are the benefits of regular exercise? Is a group exercise program or an individual exercise program better? Why? Is it possible to exercise too much? What are the dangers of excessive exercise? How long should the exercise period be? What is the cost of each program? Refer to Teaching Aid 96, *Exercise to Increase Heart Rate and Improve Fitness,* and ask the guest speaker to explain and elaborate on the information provided. Have students write a classificatory summary of the exercise programs explained by the guest speaker. A classificatory summary involves the ordering of events and information through comparison and classification. Assign students to figure their target heart rate zone by using the following formula:

- 220 - age = ____ x 60% for low level of exercise.
- 220 - age = ____ x 70% for medium level of exercise.
- 220 - age = ____ x 85% for higher level of exercise (used for most high school students).

Target heart rate could be from 60 percent to 85 percent depending on physical condition. Point out to students that in completing this activity they are applying mathematics principles related to percentages.

V v: 7 Lead a class discussion using the following case study. Mrs. Lopez has had surgery. She is convalescing at home with the assistance of a trained caregiver. The doctor has ordered her to maintain a daily activity level. Plan a list of daily activities which would help her maintain this activity level. KEY QUESTIONS: Why should her bed and her favorite chair not be her main items of interest at this time? Why should she be encouraged to get dressed each day? Why is rest at different times during the day important? What should she and the caregiver do before taking a short walk? (Do some "warm-up" or "stretching" exercises before the walk with some "cool down" exercises upon returning from the walk.) Should the caregiver get the list of activities approved by the doctor or nurse? Why?

V w. ***Identify lifestyle activities that enhance and promote health and well-being.***

Resources: Chapters 11, 12
Child Care and Guidance, Management, and Services Reference Book

Chapters 12, 17, 18
Services for the Elderly Reference Book

V w: 1 Have students develop and prepare felt story boards that promote good health habits in young children. Each story should focus on good health habits such as washing hands, brushing teeth, eating nutritious food, exercise, playground safety, or covering the mouth when coughing. Have volunteers present their felt story boards to children in child care centers. Evaluate the effectiveness of the presentations.

COMPETENCIES

TEACHING STRATEGIES

V w: 2 Have each student design an original hand or finger puppet character that promotes good health habits in young children. Have students introduce their puppets in class and show how they would use them with young children. KEY QUESTION: Why might a puppet be more effective as a teaching technique than a caregiver talking directly to children?

V w: 3 Review Teaching Aid 94, *Values of Exercise.* Think of elderly people who have enjoyed sports in the past and who still have the health and stamina to continue with sports. Report the following information to the students: "It has been recommended that after age fifty a person should avoid running or highly competitive sports unless their doctor approves." Teaching Aid 37, *Control Your Weight,* lists exercise activities that are recommended for mature adults fifty years and older. The best kind of activity involves as many muscles as possible and raises the heart rate approximately twenty points above the resting heart rate or pulse rate for approximately thirty to forty-five minutes. Elderly people should always seek their doctor's advice before beginning a new sport or exercise. The strength developed through regular exercise enables an individual to perform daily tasks with ease. It is important that an elderly person set aside thirty minutes to an hour a day for physical activity. The exercise time should be considered just as important as eating a proper diet. KEY QUESTIONS: Why should mature adults over fifty not run? Why is exercise just as important as proper diet? Why should mature adults or elderly people check with their doctor before starting an exercise activity? Why is it important for the elderly person to spend five to ten minutes on warm-up exercises and also on cool-down activities? Why are many retirement homes providing areas for gardening? What activities do retirement homes offer such as dancing, shuffleboard, table tennis, and others? Assign students to plan an exercise program of activities for the elderly in a retirement home.

SCANS: Interpersonal
A. Participates as Member of a Team

V w: 4 Divide the class into small groups. Have each group elect a leader. Ask the groups to identify ways elderly individuals risk their personal safety. Then, have students determine ways people can reduce this risk and report to the class. Some examples of risks might include walking alone late at night or early in the morning, going out with a stranger, leaving the car unlocked, opening the door and allowing strangers or salespeople to enter the home, having insufficient locks on doors and windows, or giving too much

COMPETENCIES

TEACHING STRATEGIES

information during a telephone call from a stranger. Use Chapter 12, Frauds, Gyps, and Deceptions, in the *Services for the Elderly Reference Book*, to assist students with an investigation of frauds, gyps, and deceptions against the elderly. Invite a representative from the police department to speak to the class on personal safety measures for elders. As a class, prepare questions in advance for the speaker. Assign students to write a follow-up report on information learned from the speaker.

V w: 5 Display a transparency of Teaching Aid 67, *Factors to Improve Your Sleep*, to review the lesson from V f: 4. Display a transparency of Teaching Aid 97, *Sleep Trivia*. Lead a class discussion on the elderly person's need for rest. KEY QUESTIONS: How much rest is enough? What is the purpose of a nap? How do naps affect individuals? Do elderly people need rest periods during the day as well as a good night's sleep? Why? What health problems would cause individuals to need more rest? Discuss why additional rest is required in times of illness.

V x. Promote lifestyle activities that enhance and promote health and well-being.

Resources: Chapters 11, 12
Child Care and Guidance, Management, and Services Reference Book

Chapters 17, 18
Services for the Elderly Reference Book

V x: 1 Lead a class discussion on the importance of good nutrition, rest, exercise, health checkups, and immunizations for young children. Have students interview parents of preschool children to find out about the lifestyle of children in at least two families. Have students share their interview information with the class members. Divide the class into groups of two or three and have them write recommendations for additional lifestyle activities that would improve the children's health and well-being.

V x: 2 Use Teaching Aid 98, *A Lifestyle Activity Specialized Newspaper*, and Teaching Aid 39, *Group Worksheet*, to assist students in their investigation of lifestyle activities that promote health and well-being in children. Divide the class into groups of two or three. Select a leader for each group and provide directions regarding the length and format of the newspaper. Use the *Child Care and Guidance, Management, and Services Reference Book* to help students locate resources and information. Set time limits and facilitate the working relationships within the groups. Have the groups share the newspapers with the class.

V x: 3 Divide the class into groups of two or three. Use Teaching Aid 99, *Create an Invention*, and Teaching Aid 39, *Group Worksheet*, to assist the students in their investigation. Have

COMPETENCIES	TEACHING STRATEGIES

the groups create an invention to promote a lifestyle activity that will enhance and promote health and well-being of children. Have each group present a class presentation showing a picture of the invention, a "classy advertisement," and a description of the invention that is presented to the class.

Language Arts

V x: 4 Assign students to write a descriptive essay of an elderly person whose lifestyle enhances and promotes health and well-being. Have students volunteer to share their essays with the class. Use Teaching Aid 100, *Factors that Influence Health and Wellness*, to lead a class discussion on the cause and effect relationship of lifestyle, health, and well-being. Remind students that the ability to perceive cause and effect relationships is an essential language arts skill. Refer to Chapter 6, Emotional Needs of the Elderly, in the *Services for the Elderly Reference Book*.

V x: 5 Explain to students that elderly people need to include some form of self-fulfillment in their lifestyle. As some people grow older they have fewer obligations, and they may discover talents they didn't realize they had. The caregiver can best encourage and promote self-fulfillment by: (1) encouraging continued learning though clubs, books, and association with other people, (2) helping older persons discover new talents through cultivating a new hobby or interest, or (3) being open to discussions about the past and reminiscing. Divide the class into groups. Assign the groups to assume the role of an activity director in either a retirement or long-term care facility with the responsibility of providing self-fulfilling activities for the elderly people. Refer to Chapter 18, Hobbies and Activities for the Elderly, in the *Services for the Elderly Reference Book*, as a resource to assign projects to the different groups. After the groups have planned activities, have them report to the class. Remind students that elderly people can also become involved in service projects such as (1) telephone reassurance which involves making daily phone calls to other people who live alone; (2) researching and recording a town's history for a local paper or a book; (3) participating in social or other activities at a local church; (4) addressing campaign literature or making phone calls to encourage voter registration; or (5) planning and participating in social events.

V x: 6 Ask students to relate their experiences in communicating with an elderly relative or friend. Sometimes communication is difficult because many caregivers and young people do not feel comfortable talking to elderly people. Many

COMPETENCIES

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elderly people like to reminisce. ***Reminiscence*** is the process of reviewing past experiences in life. The values of reminiscence to the elderly person are as follows:

(1) It helps the older person cope with stresses related to the aging process.
(2) It helps the older person maintain self-esteem and reinforces a sense of identity.
(3) It fosters a sense of achievement and pleasure.
(4) It imparts status by revealing selected elements of her or his life history.

The caregiver can encourage elderly persons to reminisce by asking questions about their birthplace, grandparents, parents, religion, or neighborhood; also about the moves they have made to different areas of the town or country, the work they have done, the types of entertainment they enjoy, their impressions of World War I, World War II, the Twenties, Prohibition, and the Great Depression; and what their feelings are regarding today's social issues or today's young people. Reminiscence is valuable to the elderly person, but it can also be valuable to the caregiver. It helps the caregiver to (a) build a bridge between the person's past experiences and the present; (b) gain knowledge and understanding about the elderly person and the period of time in which he or she lived; and (c) establish a satisfying relationship through the sharing of information and experiences. To enhance the students' knowledge about reminiscence communication refer to Reminiscence, Personal Service Fact Sheet #10, in the *Y.E.S. Project Training Guide*. Assign students to select a relative or friend or to visit someone in a long-term care facility and carry on a conversation with that individual. Have the student write a report describing what the person shared, the attitude exhibited by the individual while talking, and what the student learned from the experience.

COMPETENCIES

SCANS: Information

B. Organizes and Maintains Information

TEACHING STRATEGIES

SUGGESTED ACTIVITY FOR THE OCCUPATIONAL SETTING

Arrange for students to interview a caregiving professional from a children's hospital, a regular hospital, or a long-term care facility. Ask the professional to address "bedside manner," patient attitudes, and to give some examples of how various situations might be handled. As a class, prepare interview questions to be used during the interview. Have students write a follow-up report.

Have students work with their parents and prepare an individual health history of their family and a personal up-to-date health record. Students should talk to parents and grandparents to obtain information on their family health history. Advise students to keep the heath history for their records and personal use.

Make arrangements for students to interview a representative from Children's Protective Services or Adult Protective Services from the Department of Human Services. As a class, prepare interview questions to be used. Have students record information such as the following: types of jobs available with these two agencies, procedures for helping people who call in or come to the office, and conditions and needs of families or individuals who come for help. Instruct students to write a follow-up report on the visit.

Arrange for students to interview an exercise specialist in a hospital for children or the elderly, a specialist in a rehabilitation unit of a hospital, or a specialist in an exercise center. If possible have students tour the facility these individuals work in. Encourage students to take notes of the characteristics and behaviors needed by an exercise specialist and the types of exercises and equipment used. As a class, prepare interview questions to be used during the interviews. Have students write a follow-up report.

COMPETENCIES	TEACHING STRATEGIES

COMPETENCIES	TEACHING STRATEGIES
VI. Assessment and Guidance	
VI a. Demonstrate observational skills. **Resources:** Chapters 10, 24 *Child Care and Guidance, Management, and Services Reference Book*	VI a: 1 Lead a class discussion on the use of the senses when making observations. The students should use their eyes to identify signs of change such as a skin rash or swelling of the feet. They should feel signs with their fingers such as the pulse rate or puffiness in the skin. They should hear signs such as a cough or wheezing sounds when a child or elderly person is breathing and listen to the child or elder talk. They should smell signs such as an odor in the urine. Some things may only be described by the individual such as nausea, ringing in the ears, or a headache. Display a transparency of Teaching Aids 101a and 101b, *Caregivers Guide to Objective and Subjective Observations*, and give as a handout. Lead a class discussion concerning objective and subjective observations. VI a: 2 Divide the class into groups of two. Have students practice objective observations and subjective observations for signs of illness. Students should record these signs. Have students refer to Teaching Aids 101a and 101b, *Caregivers Guide to Objective and Subjective Observations*, as they practice with their partners.
VI b. Record health-related information. **Resources:** Chapter 7 *Child Care and Guidance, Management, and Services Reference Book* Chapter 23 *Services for the Elderly Reference Book* *Language Arts*	VI b: 1 Have students practice setting up health-related card files on the children at an imaginary child care facility. Have the students write health-related observations on each child. The observations might relate to physical appearance, behavior, activity level, length of nap, foods eaten, physical discomforts, toileting and diapering habits, and activities in which the child participates. Have students proofread the observation report and prepare a neat, legible copy to be turned in. VI b: 2 Have the students prepare a specialized health-related magazine for parents of preschoolers. Organize students into heterogeneous groups of three or four to prepare a magazine that provides information on selected health-related subjects addressing young children. Team members may work together on the research, but each student must write one major story. Students should edit the work of other group members. Provide students with opportunities for library research, and help the teams locate needed resources. Provide instructions regarding the health-related topics, the

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TEACHING STRATEGIES

length of the magazine, and the format of the articles. Have the groups present their health-related magazines to the class. Point out how students are applying language arts skills while compiling the magazine for a specific purpose and audience and how oral communication skills are used in the presentation. Review using the "add-on" strategy. One student states something new he or she has learned and, proceeding around the class, each person repeats what the previous person has said and "adds-on" a new fact.

VI b: 3 Lead a class discussion on the importance of recording a child's health history. Remind students of the needs for extreme confidentiality when dealing with health records. KEY QUESTIONS: Why is recording health data helpful in providing appropriate learning experiences for children? Why is it important to record information on the health of family members? How can early detection of health problems improve a child's well-being? Why is it important to observe children's physical, emotional, social, and mental growth? Why does a child care facility need to have a health history record for each child? Who should make general health observations? Why is it important for each child caregiver to recognize signs of health? What are the key components of a child's health history?

SCANS: Information
B. Organizes and Maintains Information

VI b: 4 Lead a class discussion on the rules for reporting and recording information about a person's condition. Display a transparency of Teaching Aid 102, *Rules for Recording and Reporting*, to aid in the discussion.

VI b: 5 Arrange for students to practice recording health-related information on the training site for two to three weeks. At the end of the third week of the assignment, lead a class discussion. Discuss problems and difficulties. KEY QUESTIONS: Which signs of illness were easier to recognize? Which signs of illness were more difficult to recognize? Were the subjective observations of feelings or emotions easy to recognize? Why? Was the illness a long-term illness or a recent illness? What signs of illness had already been detected? Were you able to observe a new person? What kind of mental attitude should one have as he or she makes the observations?

COMPETENCIES	TEACHING STRATEGIES
VI c. ***Record developmental milestones.*** **Resources:** Chapter 11 *Child Care and Guidance, Management, and Services Reference Book*	VI c: 1 Discuss the meaning of ***developmental milestones*** in an older person who is recovering from an illness. Give some examples of milestones such as normal body temperature, facial expression, feet not swollen, or general feeling of wellness. Lead a class discussion on the meaning of deterioration and health decline. Give some examples of deterioration and health decline such as lifelessness, high temperature, or inability to care for oneself. Use observational skills to observe a family member, neighbor, or someone in a care center who is ill. The student should record the developmental milestones as they see them improve or record signs of deterioration and health decline. Have students discuss their observations with the class.
SCANS: Basic Skills B. Writing	VI c: 2 Have students write detailed instructions for determining and recording developmental milestones for elderly individuals recovering from illness or other health conditions. The students should include information on recognizing signs of deterioration and health decline in the older adult. Reference and resource materials will be helpful to students in completing this assignment. Have students follow the steps in the writing process: review, revise, edit, and rewrite if necessary. It would be valuable for students to read each other's papers for content and clarity.
VI d. ***Observe procedures for recording intake/output. (Liquids and solids)*** ***Mathematics*** **SCANS:** Information B. Organizes and Maintains Information	VI d: 1 Provide the students with information about foods that should be served to children to insure their nutritional well-being from the *Minimum Standards for Day Care Centers*, published by the Texas Department of Human Services. Have students make a record of the minimum amount of milk, protein foods, vegetables, fruits, and grain products that should be served to children in a Texas child care center. Intake and output records are especially important in the care of infants and toddlers. Have students design an intake/output chart for infants and toddlers. This chart should include the child's name and places for recording the amount and description of intake and output. Remind students this activity employs several mathematical concepts and skills. KEY QUESTIONS: What percentage of the child's daily nutritional needs should be provided by the child care facility if the child is there eight hours per day? What is the pattern for meals and snacks served in a child care facility? What information is included on the intake/output records? When are the children's intake/output records completed? Who does the record keeping? How often are the records updated and shared with parents?

COMPETENCIES

TEACHING STRATEGIES

VI d: 2 Have students write letters of inquiry asking for a copy of record forms used in various child care facilities. Use a variety of child care facility record forms to assist the students in their investigation of the procedures for recording children's liquid and solid intake/output. Set up a display in the classroom and have students examine and compare the different types of forms. Arrange for a child caregiver to demonstrate the procedures for measuring and recording a child's intake/output. Have students write a thank you letter to the guest resource person.

VI d: 3 Lead a class discussion on the importance and necessity of confidentiality in keeping children's records. Divide the class into groups of two or three, and ask each group to determine ways to maintain confidential records at a child care facility. Have each group select a recorder to write the group's suggestions. Ask students to report the suggestions and conclusions to the class. KEY QUESTIONS: What are the privacy policies regarding student records at a public school? What are the policies and procedures on confidentiality at the child care facility where students observe and assist? Who should have access to the children's records? Who decides when and where to hold discussions about a child's record?

VI e. ***Identify developmentally-appropriate behavioral expectations.***

Resources: Chapters 12, 13, 14, 17, 18, 19, 20, 21, 22
Child Care and Guidance, Management, and Services Reference Book

Chapter 33
Services for the Elderly Reference Book

VI e: 1 Use Chapter 21, Guidance and Child Behavior, in the *Child Care and Guidance, Management, and Services Reference Book*, to assist the students in their investigation of developmentally-appropriate behavioral expectations. (Also, Chapters 12, 13, and 14 will be helpful.) Divide the class into groups of two or three. Assign each group one type of development including physical, emotional, social, and mental/intellectual development. Have students research, write a report, illustrate the behaviors associated with these types of development, and suggest how caregivers might respond to the expected behaviors. Have each group give a presentation to teach their concept to other class members.

VI e: 2 Lead a class discussion explaining expected positive (appropriate and acceptable) behaviors exhibited by children at different age levels. KEY QUESTION: What types of positive behavior are expected in infants, toddlers, and preschool children? If possible, arrange for students to observe in a child care facility. Have each student observe and record positive behaviors of infants, toddlers, and preschool children. Lead a class discussion on the information the students recorded.

COMPETENCIES

SCANS: Thinking Skills
F. Reasoning/Critical Thinking

Language Arts

TEACHING STRATEGIES

VI e: 3 Have students fold a sheet of paper in half and label the left side of the paper, "Positive Behaviors", and the right side, "Problem Behaviors." Have students write, in appropriate columns, the behaviors of children which have been observed. Have students share identified behaviors with the class. Have students categorize the positive and problem behaviors into age groups, including infants, toddlers, and preschoolers. Lead a class discussion on possible causes of problem behaviors in young children. The list might include family, peer and societal influences, physical limitations, and emotional frustrations. KEY QUESTIONS: What developmental needs must be met to encourage acceptable and appropriate behavior in children? How may caregivers help reduce problem behaviors caused by family, peer, and societal influences? Why are both positive and problem behaviors expected from young children? How does recognition of expected behaviors help caregivers work effectively with children? How can the environment influence positive behavior for the better?

VI e: 4 Lead students to brainstorm, and have them list behavioral changes that occur with the onset of aging. Have students consider the changes in elderly relatives and acquaintances. Have students divide the list into positive and negative developmentally-appropriate behavior. Negative examples could be withdrawal, depression, and anti-social behavior. Positive behavioral changes could include furthering education; travelling; learning new skills such as painting, playing the piano, and crafts; or starting an exercise and physical fitness program. Lead a class discussion on ways to help the elderly make adjustments to changes brought on by aging.

VI e: 5 Lead a class discussion as to why some elderly people have a negative attitude or behavior, while other elderly people have a positive attitude or behavior. Help students realize that very few elderly people actually lose their intellectual abilities, except those who are close to death or have diseases such as Alzheimer's; however, they become slower in their ability to think and perform activities. Approximately 85 percent of elderly people live independently. Display a transparency of Teaching Aid 103, *Developmentally-appropriate Behavioral Expectations for the Elderly*, to aid in the discussion about causes of negative and positive behavioral expectations. Many elderly people, because of family and careers, have never had the time to pursue their creative talents. So, they eagerly await the retirement period to have new adventures and experiences. Display a trans-

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parency of Teaching Aid 104, *Contributions of Elderly Individuals*, to show students positive behavioral and intellectual accomplishments of elderly people. If they are not familiar with some of these people, assign someone to research them and report back to the class. An encyclopedia would be a good reference. Remind students that knowing how and where to locate information when it is needed is a powerful decision-making tool, especially in a society where information constantly expands and changes. Students could also interview a grandparent or elderly friend who exhibits positive behavior and intellectual accomplishments. KEY QUESTIONS: Are your grandparents working and still involved in their careers? Explain. Have your ideas about the elderly changed? Why? How easily do you adjust to change at your present age? What are your behavioral patterns now? How easily do you think you could adjust to becoming elderly? What past experiences have you had or are you having that would help you adjust to becoming elderly?

VI f. ***Identify developmentally-appropriate activities.***

Resources: Chapters 16, 17, 18, 19, 20, 21, 22
Child Care and Guidance, Management, and Services Reference Book

Chapter 33
Services for the Elderly Reference Book

VI f: 1 Select and show short segments of several television shows targeted toward preschool children. Children's videos are also appropriate for this learning experience. Use Teaching Aid 105, *Analyzing a Television Show Produced for Children*, to assist the students in their investigation of appropriate television or videos for children. Have students design a television or video guide for children. Use Teaching Aid 106, *Design a Television or Video Guide for Children*, and Teaching Aid 39, *Group Worksheet*, to assist students with this learning experience. Have students design and publish a television or video guide for young children. Have students evaluate the guides and present their work to the class. Lead a class discussion on how much television and video time is appropriate for different age groups.

VI f: 2 Display a transparency of Teaching Aid 107, *Tips for Selecting and Reading Books to Children*. Lead a class discussion on selecting and reading books to children. Have each student select a book for infants, toddlers, and preschoolers from the library, home, school, or another source. Have students log the name, author, illustrator, and a description of the size, number of sentences per page, characters, and main idea of the story. Using the book, assign students to prepare teaching aids, practice reading the book, and read the story to a small child. Use Teaching Aid 80, *Sharing and Reading Books*, from the *Child Care and*

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	Guidance, Management, and Services Reference Book, to assist the students as they prepare to read in a child care facility. KEY QUESTION: What did you learn during this activity that will help you select and read appropriate stories to infants, toddlers, and preschool children?
	VI f: 3 Divide the class into groups, assigning each group one of the following categories: • crafts (ceramics, woodwork, and others) • needlework (crochet, piecing quilts, and quilting) • indoor games (bingo, bridge, checkers, and computer games) • indoor activities (singing, dancing, piano playing, and jigsaw puzzles) • outdoor games or activities (horseshoes, gardening, and croquet) • exercises Have each group discuss and list activities for their category which they think elderly people would enjoy. Have each group share their ideas with the class. Have class members think of additional activities for the category. Remind students to include multicultural activities. Point out that the study of multicultural activities is a social studies skill in the area of anthropology. Resources may need to be provided. KEY QUESTIONS: What would be the advantage of group activities for elders and older adults? Should activities include some table games as well as active games or activities? Why? What community activities, such as singing and plays, would be developmentally-appropriate for elderly individuals?
Social Studies	
	VI f: 4 Arrange a learning tour to a senior citizens' center. Observe activities provided for them. Interview the activity director to determine other activities provided. As a class, prepare questions in advance for the activity director. (Sometimes a local paper will print a monthly "calendar of events" for senior citizens' centers. If a learning tour is not possible, study the activities included in this calendar.) On the following day, lead a class discussion on the observations of the senior citizens' center. Include such things as the activities observed and the involvement of the elderly people and their attitudes.

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VI g. ***Recognize developmentally-appropriate equipment.***

Resources: Chapters 16, 17, 18, 19, 20, 21, 22
Child Care and Guidance, Management, and Services Reference Book

Chapters 32, 33
Services for the Elderly Reference Book

SCANS: Information
C. Interprets and Communicates Information

Language Arts

TEACHING STRATEGIES

VI g: 1 Display a transparency of Teaching Aid 108, *Age-appropriate Toys and Play Equipment.* Lead a class discussion on appropriate toys and equipment for young children. Emphasize toy safety. Invite a toy store representative to exhibit and discuss toys and games appropriate for different age groups. Divide the class into groups of two or three. Assign each group an age group and have them illustrate and design an advertisement for an age-appropriate toy or game. Have students explain the reasons for their selections when they present the advertisement to the class.

VI g: 2 Arrange for the class to visit a child care facility to observe the equipment. Assign the students to write a log to describe all indoor and outdoor equipment. Have the students record the size of the equipment, materials from which the equipment is made, and the attractiveness and safety of the equipment. Assign students to write recommendations for age-appropriate equipment that would help children reach their full potential physically, intellectually, emotionally, and socially.

VI g: 3 Arrange for a child care director to discuss the importance of selecting equipment that will help young children develop large- and small-motor skills. Assign each student a specific kind of equipment to research. Provide catalogs containing pictures, descriptions, and current prices of equipment for child care facilities. Have the students write a brochure describing the use, durability, cost, care, target age, description, versatility, and adjustability of the equipment. Have students present the brochure to the class members as if they were trying to sell the equipment to a potential child care facility owner. Assign students to evaluate the brochures based on how well the advertised equipment will help young children develop large- and small-motor skills.

VI g: 4 Divide the class into groups of three or four to research developmentally-appropriate equipment for the elderly. Use reference books, textbooks, equipment stores, and equipment leaflets for research. Remind students that knowing how and where to locate information when it is needed is a powerful decision-making tool, especially in a society where information constantly expands and changes. Include topics such as the following:

- bathing and personal care equipment
- bathroom equipment
- grooming equipment
- dressing equipment

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- bedroom furnishings and equipment for the ambulatory and bedridden person
- kitchen and eating equipment
- exercise and pull-up equipment for the bedridden person
- equipment for the ambulatory person such as braces, walkers, and wheelchairs
- specific equipment such as whirlpool bath, paraffin bath for hands, deep heat, and electrical stimulation equipment
- edema correction equipment and splinting equipment

To assist in the research, use Teaching Aid 109, *Bathroom Safety Equipment*, Teaching Aid 110, *Bathing and Personal Care Equipment*, Teaching Aid 111, *Grooming Equipment*, Teaching Aid 112, *Dressing Equipment*, Teaching Aid 50, *Bedroom Furnishings and Equipment*, Teaching Aid 113, *Bedroom Equipment for the Bedridden Person*, Teaching Aid 54, *Kitchen Equipment*, and Teaching Aid 53, *Eating Equipment*. Refer to Chapter 31, Grooming, and Chapter 32, Dressing Assistance and Self-Help Dressing Aids, in the *Services for the Elderly Reference Book*, to assist in the research.

SCANS: Basic Skills
E. Speaking

VI g: 5 Have each group present an illustrated talk on the research done on developmentally-appropriate equipment completed in VI g: 4. Illustrations could include pictures, drawings, or examples of equipment.

VI g: 6 Arrange for a learning tour to a medical equipment store. Have the speaker show and explain dressing, grooming, and bathing equipment; bathroom safety equipment; and points to consider when purchasing large equipment such as wheelchairs. Have students prepare questions in advance for the speaker. Have students take notes on equipment uses, costs, and safety features. Instruct students to write a follow-up report concerning the information learned during the tour. If it is not possible to take this tour, use catalogs from different medical equipment companies.

SCANS: Thinking Skills
D. Seeing Things in the Mind's Eye

VI g: 7 Divide the class into small groups. Have each group plan and design a piece of developmentally-appropriate equipment which would be helpful to an elderly person. Have the students construct a sample of their equipment from cardboard or construction paper. Refer to Chapter 32, Dressing Assistance and Self-Help Dressing Aids, in the *Services for the Elderly Reference Book*, for assistance. Instruct students to name their equipment, and have them prepare a slogan for

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	advertising it. Have students share their equipment projects with the class

VI h. ***Demonstrate techniques to assist individuals in developing acceptable behavior patterns.***

Resources: Chapters 13, 16, 17, 18, 19, 20, 21, 22
Child Care and Guidance, Management, and Services Reference Book

Chapter 8
Services for the Elderly Reference Book

SCANS: Thinking Skills
C. Problem Solving

VI h: 1 Lead a class discussion on how understanding the developmental levels of children can assist a caregiver in identifying appropriate guidance techniques. Discuss how to determine the right amount of guidance without limiting the child's need to explore and "try out" different things. KEY QUESTION: Why would the same guidance techniques not work with all children? Display a transparency of Teaching Aid 111, *Physical Development: Ages 2 - 6*, from the *Child Care and Guidance, Management, and Services Curriculum Guide*, to assist with a class discussion on how physical ability impacts the selection and use of guidance techniques. (For example, the ability of a toddler to walk would impact guidance techniques because the child's limits would need to change. Opportunities for exploring the environment increase, hence, opportunities for "getting into" unsafe territory also increase. Appropriate guidance for toddlers might focus on setting up a safe environment.) Arrange for students to tour a child care center to observe guidance techniques related to physical developmental levels. Divide the class into groups of two or three and have each group observe different caregivers' guidance techniques. Have students share their observations with the class. Have students write a one-page report evaluating the guidance techniques used for the different developmental levels.

VI h: 2 Give each student two note cards. Instruct students not to write their names on the cards. Have each student write an event in their early childhood which contributed to a positive self-concept on one card. On the second card, have each student write an early childhood experience which contributed to a negative self-concept. Collect the cards and read the experiences to the class. KEY QUESTIONS: Was an adult involved in the event? How? What guidance techniques were used? What was the effect of this event on the student's self-concept?

VI h: 3 Have students practice strategies to teach children of different ages appropriate behavior by role playing a variety of situations. Divide the class into groups of two or three and assign a role play situation to each group. Examples of role playing include the following:

- a three-year-old puts a table knife to his or her lips

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- a two-year-old throws a toy
- a three-year-old kicks a pet rabbit
- a four-year-old fights with another child
- a five-year-old bites another child

Encourage students to use positive statements such as:

- "Knives are for cutting. Cut like this." (demonstrating)
- "Play with the toy. Let me show you." (demonstrating)
- "I expect kindness to animals. Pet the rabbit like this." (demonstrating)
- "Use your words to settle your differences."

Have groups present the role plays to the class and lead a discussion session to critique the methods of teaching appropriate behavior to young children.

Language Arts

SCANS: Basic Skills
D. Listening

VI h: 4 Invite a psychologist to speak to the class on techniques used to assist individuals in developing acceptable behavior patterns. As a class, prepare questions for the speaker in advance. Have students list the techniques which were included by the speaker. Conclude by having students write a thank you note to the speaker. Remind students that writing assignments utilize language arts skills.

SCANS: Thinking Skills
A. Creative Thinking

VI h: 5 Divide the class into groups. Have each group plan and present a drama, demonstrating positive techniques to assist individuals in developing acceptable behavior patterns. Encourage students to use their creativity. As the group presents their drama, have students in the audience recognize and list the techniques used. Have students practice these techniques on younger family members. Lead a class discussion on the results of their experiment on family members.

VI i. Identify guidance strategies for promoting positive behavior.

Resources: Chapters 20, 21
Child Care and Guidance, Management, and Services Reference Book

Chapter 18
Services for the Elderly Reference Book

VI i: 1 Display a transparency of Teaching Aid 112, *Using Positive Language*, from the *Child Care and Guidance, Management, and Services Curriculum Guide*. Lead a class discussion on how negative statements by caregivers affect children's self-concepts. Have students write positive statements that a caregiver could use to replace the negative statements listed on the transparency.

VI i: 2 Lead a class discussion on how caregivers can use the following guidelines in encouraging children to develop self-control:

- Provide an atmosphere of warmth and acceptance.
- Alternate quiet and active periods.

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- Praise good behavior.
- Teach children how to solve problems.
- Remind children of rules and limits.
- Explain the consequences of misbehavior.
- Help children learn to make choices.
- Provide quiet time for rest.

Lead the class to brainstorm appropriate ways to use each of the guidelines with different age groups of children.

Social Studies

VI i: 3 Have students define the term ***verbal guidance***. Lead a class discussion on verbal guidance. KEY QUESTIONS: Why is it important for words used in verbal guidance to fit the developmental level of the child? At what age would an explanation of reasons for a guidance request be effective? Ask each student to fold a sheet of paper in half and label the left side of the paper, "Positive Behaviors", and the right side, "Problem Behaviors." Have the students think of their own families and traditions and write, in the appropriate columns, behaviors which have been stressed as positive or problem behaviors. Discuss how behaviors are viewed differently in various cultures. Remind students that studying other cultures applies social studies skills. Have the students take turns sharing identified behaviors, and lead a class discussion on the similarities and differences in perceptions of different families. KEY QUESTIONS: Might a behavior considered positive or acceptable by one family be considered a problem in another family? Cite examples. Why do different families label behaviors differently? What problems might arise if a caregiver's expectations of behavior differ from those in a child's family? Lead a class discussion on different behaviors accepted in different cultures.

VI i: 4 Lead a class discussion of guidance strategies for promoting positive behavior with the elderly. Display a transparency of Teaching Aid 114, *Guidance Strategies for the Elderly*, to aid in the discussion. As the strategies are discussed, help students understand the importance of each strategy.

Language Arts

SCANS: Basic Skills
A. Reading
B. Writing
E. Speaking

VI i: 5 Arrange with the school librarian for students to meet in the library. Have students read and write a summary on an article about guidance or counseling of elderly individuals. After the reading and writing assignment is complete, have the students summarize their article to the class. Remind students that reading, writing, and speaking are language arts skills. KEY QUESTION: When might elderly individuals need counseling? What method of counseling is used for elderly individuals? Why? Could members of

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TEACHING STRATEGIES

support groups provide guidance for elders? How? When should a medical doctor or a psychologist counsel with elderly individuals? If school library reference materials are unavailable, check out reference materials from the public library.

VI j. Describe positive guidance strategies for dealing with problem behavior.

Resources: Chapters 20, 21
Child Care and Guidance, Management, and Services Reference Book

Chapters 6, 18
Services for the Elderly Reference Book

SCANS: Basic Skills
E. Speaking

VI j: 1 Arrange for students to interview child caregivers to determine what behavior guidance philosophies their child care center uses. Have students share their findings with the class. Provide students with the publications *Minimum Standards for Day Care Centers* and *Minimum Standards for Kindergartens and Nursery Schools* from the Department of Human Services. Use the minimum standards sections to assist you with a class discussion on effective discipline and guidance based on an understanding of childrens' individual needs. KEY QUESTIONS: Who determines the child care center's policies? How are the values of the community reflected in the policies? Are employees obligated to carry out the behavior guidance policies of the child care center? Why?

VI j: 2 Lead a class discussion on the importance of using short, clear, positive, and meaningful sentences in a calm, steady voice when talking with and guiding young children. Remind students that children model what they hear by repeating words, phrases, and the tone of voice used by their caregivers. Arrange for students to visit a child care center, supermarket, or shopping mall to observe behavioral guidance techniques used by caregivers. Have students share their observations with the class, and critique the effectiveness of the guidance techniques that were observed. KEY QUESTIONS: Which guidance techniques seemed to be the most effective with the children? Why? Which guidance techniques will improve the child's self-image? Which techniques would you prefer to use? Why? Use Teaching Aid 115, *Guidance Observation*, to assist students in their investigation of guidance techniques that encourage children to develop positive self-images.

VI j: 3 Host a guidance and discipline "talk show." Invite community and school representatives to be the panelists for discussing effective guidance, discipline, and communication strategies to use with young children. Use Teaching Aid 116, *Guidance and Discipline Role Plays*, to assist the students in developing a list of negative statements used to stop a child's inappropriate behavior. Have students rewrite

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		each statement into positive language that will redirect a child to appropriate behavior. Divide the class into groups of two or three, and assign each group one of the role play situations. Have students practice a variety of effective discipline and guidance techniques by role playing using positive guidance language that teaches and encourages acceptable behavior. Display a transparency of Teaching Aid 117, *Guiding Young Children*, to assist with the class discussion. Emphasize positive language and modeling techniques that will improve a child's self-concept. Have students develop their positive language skills by verbalizing a positive response to each guidance and discipline technique by using the statement, "What would you do if...?" Have students role play modeling expected behavior in response to the situations.
SCANS: Thinking Skills C. Problem Solving F. Reasoning/Critical Thinking	VI j: 4	Assign students to research different problem behaviors and the positive guidance strategies for dealing with problem behaviors in the elderly. Divide the class into groups, and have each group develop two sets of cards. One set of cards should list problem behaviors, the other should give the possible cause and list positive guidance strategies for dealing with the problem behavior. Shuffle the cards and distribute them to the class. Have students locate and trade cards until they have sets of problem behaviors and matching positive guidance strategies. Use Teaching Aid 118, *Behavior and Positive Guidance Strategies*, as an example. Refer to the section, Measures to Lessen the Effects of Emotional Changes in the Elderly, in Chapter 6, Emotional Needs of the Elderly, in the *Services for the Elderly Reference Book*, to assist in the activity. After students have completed matching the cards, have students discuss their set of cards. KEY QUESTIONS: Do you agree with the cause of the problem behavior? Why?
VI k. Implement positive guidance strategies. **Resources:** Chapter 24 *Child Care and Guidance, Management, and Services Reference Book* Chapter 18 *Services for the Elderly Reference Book*	VI k: 1	Arrange for students to observe children of different ages at a local child care center. Have students write logs citing examples of positive guidance. Divide the class into groups of two or three. Have each group use the written logs to develop a brief role play that illustrates how a caregiver can promote positive behavior through observation and involvement. Have each group present their role play to the class. Lead a discussion of additional positive guidance strategies that may be useful in encouraging positive behavior in children.

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VI k: 2 Lead a class discussion on why caregivers should be aware of parents' guidance philosophies in order to develop realistic behavior guidelines for a child care center. KEY QUESTIONS: How can conflicting behavior philosophies between parents and caregivers be resolved? What can be done to reduce confusion for children if philosophies on behavior at a child care center and at home are different? Invite a child care center director or teacher to visit the class to discuss behavioral limits that are set for infants, toddlers, preschoolers, and school-age children to protect health, property, and rights of others. Have each student prepare several written questions for the speaker. Screen the questions in advance to avoid duplication and ensure appropriateness. KEY QUESTIONS: Who decides the limits or rules for each developmental level of children in a child care center? Why is it important to involve preschoolers and school-age children in the process of developing the rules? Why is it important for all children to learn to follow rules? What are appropriate and possible choices that a caregiver could use to redirect inappropriate behavior?

SCANS: Thinking Skills
A. Creative Thinking

VI k: 3 Lead the students to brainstorm and discuss games that teach children cooperation and rules. Have students identify the appropriate developmental level of children for each game. Divide the class into groups of two or three and assign each group the task of learning and demonstrating a cooperation game for each developmental age group in a child care center. If possible, arrange for students to teach the cooperation games to young children in a child care setting.

VI k: 4 Refer to guidance strategies discussed in VI i, VI j, and VI k. Divide the class into pairs. Have the students practice these guidance strategies on each other. KEY QUESTIONS: If these strategies were used with your siblings, would there be a difference in your behavior with each other? How? If you practiced these strategies on your parents or your peers, what improvements could be made to your attitudes?

Language Arts

SCANS: Personal Qualities
D. Self-Management

VI k: 5 Instruct students to implement the guidance strategies at the training site. Have students keep a log or diary of their success in implementing the guidance strategies at their training site. Make students aware that language arts skills are reinforced in this activity. KEY QUESTIONS: As you implement the guidance strategies at the training site, is it easier and more natural for you to use them? Why? What improvements have you made?

COMPETENCIES

VI I. ***Follow guidelines for assisting individuals with routine activities.***

Resources: Chapter 10
Child Care and Guidance, Management, and Services Reference Book

TEACHING STRATEGIES

VI I: 1 Use Chapter 10, Daily Routines, in the *Child Care and Guidance, Management, and Services Reference Book,* to assist with the class discussion and to assist the students in their investigation of guidelines for assisting children with routine activities. The term ***routine*** refers to a pattern of behavior that occurs on a regular basis. Have students list daily routines in their own lives and compare the list with daily routines in a child care center. KEY QUESTION: How do daily routines benefit children? Divide the class into groups of two or three. Assign each group a daily routine in a child care center to investigate. Include routines for arrival and departure, daily health check, handwashing and other hygiene practices, meal and snack time, toileting, dressing and undressing, nap time, housekeeping, and transitions. Have the groups research and write a proposal to child caregivers suggesting guidelines to follow when assisting children with daily routines. Have the groups present the concepts and skills to the other students in class.

SCANS: Thinking Skills
A. Creative Thinking

VI I: 2 Arrange for students to observe daily routines in a child care facility. Have individual students observe assisting the children with daily routines. Have each student plan an activity that would help children with each routine in a child care program. Encourage the students to use their creative thinking skills. Include arrival and departure, handwashing and other hygiene practices, meal and snack time, toileting, dressing and undressing, nap time, housekeeping, and transitions in the assignment. Have students explain the reasons for their choice of activities to the other members of the class.

Example:

VI I: 3 Use the "Squares Review" game to review the concepts and skills regarding guidelines for assisting individuals with routine activities in a child care center. Divide the class into two groups. Draw a figure, three dots by three dots square, like the example shown at the left. Teams alternately get an opportunity to answer review questions. When a question is answered correctly, players draw a vertical or a horizontal line connecting two dots. The team that draws a line to complete a box puts its mark in the box and gains a point. KEY QUESTIONS: What are ten daily routines that occur in a child care center? What are three major caregiver concerns during the children's arrival and departure times? What is an arrival routine which is safe and appropriate? What is a departure routine which is safe and appropriate? What information should a parent communicate to a caregiver upon arrival? What should a caregiver tell the parent during departure? What are three purposes of the daily health

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		check? What are five areas to check during the daily health check? How can caregivers assist children with improving their handwashing skills? What are two personal hygiene routines, besides handwashing, that children should learn? What are five concepts that can be developed with eating routines? What are four guidance techniques a caregiver can use to promote toilet training? How can a caregiver successfully guide a child through removing and putting on an article of clothing? What are signs of fatigue exhibited by children? What are three guidelines for assisting with housekeeping routines? What are two examples of a transition activity? What are five guidelines for assisting children with routine activities?
SCANS: Basic Skills E. Speaking	VI l: 4	Write the following questions concerning routines and the elderly on cards. Distribute them to the students. Have students read the question and give the answers orally to the class. Discuss the answers after the student has presented his or her answer. • What determines the routine activities of individuals? (physical and mental conditions and disabilities) • What time should the routine activities begin each day? (Depends on where the elderly person is living but by at least 8 a.m.) • Why should the routine activities start by at least 8 a.m.? • What attitude should the caregiver display when greeting the elderly individual each morning? • How should the caregiver talk to the elderly individual? • Which would be a better statement, "Time to get up!" or "Are you ready to get up?" Why? • How will the usual household where the elderly individual is living affect his or her routine activities? • How could ethnic customs affect the individual's routine activities? • Why is patience important when helping or caring for an elderly individual? Have students think of other guidelines which are helpful in assisting elderly individuals with routine activities.
VI m. Practice effective communication skills with individuals. (Oral and written)	VI m: 1	Lead a class discussion about verbal communication. Emphasize that when a person is speaking to others, it is important to speak distinctly and clearly, using a friendly and courteous tone of voice and standard grammar. Point

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TEACHING STRATEGIES

Language Arts

SCANS: Basic Skills
D. Listening
E. Speaking

out to students that language competence includes sharing oral, as well as written, products in a variety of ways. Have references on communication skills available for students to read. KEY QUESTIONS: Why are verbal communication skills important? How can verbal skills be improved? What is the relationship between good verbal skills and success on the job?

SCANS: Interpersonal
F. Works with Diversity

VI m: 2 Lead a class discussion on communication skills and the levels of communication. Emphasize the importance of communication in our daily lives and the constructive and destructive outcomes of communication. Use Teaching Aid 119, *Communication Skills*, and Teaching Aid 120, *Levels of Communication*, to assist in the discussion. Divide the class into five groups. Assign each group one of the five levels of communication to role play. Have students analyze the feelings, expressions, and interest of the sender and the receiver of the message in each of the role plays. KEY QUESTIONS: What is communication? What is constructive communication? What is destructive communication? What are some communication inhibitors? ("put-downs," blamers, prejudices, and power plays.) Will the pattern of communication you use with an individual affect the way he or she communicates with you? Why? How can messages be misinterpreted? How can a person avoid misinterpreting messages? Why is the element of understanding necessary for communication to take place? What are the five levels of communication? What determines the different levels? Which level of communication is found most often in a school setting? at home communicating with parents? when communicating with friends? at the training site between caregivers and children or elders? Lead a class discussion on the differences in communication practices between different cultures and how language barriers could be overcome in the care setting. For example, pictures could be used for communication.

SCANS: Personal Qualities
B. Self-Esteem

VI m: 3 Divide the class into pairs and have each pair practice making positive oral statements to each other. Have students shake hands with a firm grip. Instruct the partners to look one another in the eye while making the positive statements. Have the partners practice the first statement by taking turns shaking hands and telling each other, "You are a smart, caring, and fun person." Instruct partners to practice the assigned statements by communicating acceptance, appreciation, and caring to their partners. Remind students that positive comments help a person's self-esteem. The statements should be examples of those exchanged in the

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following relationships:

- student to student
- student to teacher
- student to employer
- caregiver to young child
- sibling to sibling
- student to elder
- elder to young child

Have students compile the statements into a list to be displayed in the classroom.

SCANS: Basic Skills
E. Speaking

SCANS: Personal Qualities
D. Self-Management

VI m: 4 Use Chapter 2, Careers in Child Care, in the *Child Care and Guidance, Management, and Services Reference Book*, to assist with a class discussion about writing a résumé, filling out an application, and interviewing for a child caregiver position. (Refer to Teaching Aids 6, 7, and 8.) Have the students complete a résumé and job application. Use Teaching Aid 121, *Interview Questions*, to assist the students in their preparation for the "Interview Game." Have the students write the answers to the interview questions. Divide the class into groups of four. Assign two partners as team #1 who will play the role of judges. Both partners in team #1 will use Teaching Aid 122, *Job Interview Rating Sheet*, to critique (judge) the interview answers given by the potential employee in the team #2 partnership. Team #2 will take the roles of employer and potential employee. The "employer" in team #2 will ask the potential employee the interview questions. The other partner in team #2 will answer the questions as if he or she is interviewing for a child caregiver position. Continue the game until all four students have played the role of judge, employer, and potential employee. Every group of four will role play the "Interview Game" simultaneously.

Language Arts

SCANS: Basic Skills
B. Writing
E. Speaking

VI m: 5 Lead a class discussion on verbal and written communication. Point out to students that language competence includes communicating orally and through writing. Use Teaching Aids 123a and 123b, *Types of Communication: Listening and Feedback*, as an instructional aid for the discussion. Display a transparency of Teaching Aid 124, *Verbal Communication*, to aid in the discussion. Point out to the students that positive communication leads to open and honest communication. KEY QUESTIONS: Why is open and honest communication important in everyday life? in establishing a relationship? on the training site? Why is it important that caregivers be honest with an elderly person with whom they are working? What if the elderly person asks questions which the caregiver either cannot

COMPETENCIES		TEACHING STRATEGIES
		answer or chooses not to answer? Which is easier for you, oral or written communication? Why? How could a difficulty with written communication affect you when you are seeking employment? How can written communication be improved? What are the advantages of being able to communicate in writing?
Language Arts **SCANS:** Basic Skills D. Listening	VI m: 6	Display a transparency of Teaching Aid 125, *Reasons for Not Listening*. Remind students that listening is an important language arts skill. Ask students to share similar experiences. Instruct students to think of ways to improve listening skills. Display a transparency of Teaching Aid 126, *Good Listening Practices*. Lead a class discussion contrasting reasons for not listening and good listening practices. In addition, discuss how to improve listening skills and the importance of feedback. Compare passive and active listening and one-way and two-way communication. Use Teaching Aid 127, *Types of Communication: Verbal and Written*, as an instructional aid for the discussion. Display a transparency of Teaching Aid 128, *Words to Know*, to aid in the discussion. Divide the class into pairs. Assign each pair to practice the following communication skills: • describing the appearance of a meal tray for a patient • giving directions for going to a certain store • making positive statements to each other that communicate acceptance and appreciation • giving instructions for a certain game • one-way communication as compared with two-way communication. In practicing one-way communication, have the couples sit with their backs to each other allowing no questions to be asked. In the two-way communication, they may look at each other, and the listener may have feedback. KEY QUESTIONS: Which is the best method of communicating, one-way or two-way communication? Why? When would one-way communication have to be used? How is feedback related to reasons for not listening? Can the use of written communication improve listening skills? How?
Social Studies **SCANS:** Information B. Organizes and Maintains Information C. Interprets and Communicates Information	VI m: 7	Lead a class discussion about perception. Emphasize that ***perception*** refers to how one selects, organizes, and interprets information. Encourage students to use their social studies skills and discuss how perceptions are different between various cultures and ethnic backgrounds. Display a transparency of Teaching Aid 129, *Perceptions*. Point out to students how one's perception is affected by a variety of factors and influences self-concept, responses of others, and

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responses of self. Write the following words on the board, and have each student write a definition for each word:

- bad
- gross
- suit
- main
- lose
- neat

Have students share their definitions with the class. Have a volunteer find the words in the dictionary and read the various definitions. KEY QUESTIONS: How do perceptions influence communication? How does this affect communication between different cultures and ethnic backgrounds? How can communication be improved?

VI m: 8 Display a transparency of Teaching Aid 130, *Types of Communication: Body Language*. Lead a class discussion on the use of body language as a form of nonverbal communication. Remind students that body language is a type of language arts, as in dramatic expression. Prepare a brief game of charades that allows the students to act out an important event in school or American history. Point out to students that acting out an historical event utilizes their social studies skills. Emphasize that in order for communication to be clear, an individual's body language must agree with his or her spoken message. For examples of body language, show the students excerpts from the videotape, *Are You Listening?*, available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. KEY QUESTIONS: How can body language be misinterpreted? Why is it important for body language to agree with the spoken message? What affect would your body language have upon the elderly individual for whom you are caring? What does body language tell the caregiver?

Language Arts

Social Studies

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SUGGESTED ACTIVITIES FOR THE OCCUPATIONAL SETTING

Arrange for students to interview a caregiving professional at several different child and elder care centers. As the students visit, have them observe and make notes on the developmentally-appropriate activities provided for the children and elders. As a class, prepare questions to be used during the interview. Have the students write a follow-up report.

Arrange for students to interview a caregiving professional in a care center for children or the elderly about the positive guidance strategies which are used in dealing with problem behavior. As a class, prepare interview questions to be used during the interview. Have students prepare a semantic map on the behaviors and the strategies which were used. A detailed description of semantic mapping is included in the *Recommendations for Using the Intergenerational Professions Instructional Guide* found in the upfront section of this book.

COMPETENCIES

VII. Program Planning and Implementation

VII a. Conduct program orientation for individuals and their families and/or guardians.

Resources: Chapter 27
Child Care and Guidance, Management, and Services Reference Book

SCANS: Basic Skills
D. Listening

TEACHING STRATEGIES

VII a: 1 Lead a class discussion on the sensory perceptions of a child on a first visit to a child care center. KEY QUESTIONS: What should children see upon their first visit to a child care center? hear? smell? touch? feel? Why are sensory perceptions important to children? What should be the sensory perceptions of the parent or guardian? Why are sensory perceptions important to parents and guardians? How are the sensory perceptions of children and adults different in new situations?

VII a: 2 Have students work in pairs to develop a list of what children and parents should be told during their first visit to a child care center. Have students critique each other's lists and then role play a child and a parent entering a child care center for the first time. All students should have an opportunity to participate in the role play situations. Have students conduct role plays for a variety of situations including parents bringing an infant, a toddler, a preschool-age child, and a school-age child to a child care center for the first time. KEY QUESTIONS: How do procedures differ depending on the age of the child? What other factors would affect the orientation presentation other than the age of the child? (Examples might include cultural differences among the children, language differences, and special needs.)

VII a: 3 If possible, arrange for students to visit during a program orientation at a child care center or elder facility. Students should obtain samples of information packets provided during the orientations, if possible. Lead a class discussion on the visit, and have students share some of their observations.

VII a: 4 Invite a special education teacher to speak to the class on the responses children with special needs have to new people and new environments. KEY QUESTIONS: How can a caregiver prepare to orient a child with special needs into the child care environment? How can the caregiver prepare to orient the parents and guardians of children with special needs? What factors should be considered when preparing this type of program orientation? How can the caregiver comfort, reassure, and ease the apprehension of separation for children with special needs and their parents or guardians?

COMPETENCIES	TEACHING STRATEGIES
Social Studies **SCANS:** Personal Qualities C. Sociability **SCANS:** Interpersonal F. Works with Diversity	VII a: 5 Lead students in developing an understanding of the problems encountered by children and elders with varied cultural backgrounds as they enter child care and elder environments. Invite an exchange student or foreign student to share with the class her or his experiences in adjusting to a new language, culture, and environment. Have students prepare questions for the guest resource person in advance. Remind students that a study of cultural characteristics is a study in anthropology, a part of social studies. VII a: 6 Lead a class discussion on the sensory perceptions of older persons as they encounter a new environment such as a senior citizens center, adult activity center, or an elder care facility. KEY QUESTIONS: Why is it important to consider sensory perceptions of older adults in different settings? What would you expect an older adult to notice in a new environment? What factors would be important to consider in planning a program orientation for older adults? VII a: 7 Using the information gathered from the discussions and activities on this topic, have students compose guidelines for program orientation in child and adult facilities. Display Teaching Aid 131, *The Composing Process*, to assist students in composing the guidelines and preparing their documents for sharing with facilities in the local community.
VII b. Apply program management and planning techniques. **Resources:** Chapters 10, 15, 24 *Child Care and Guidance, Management, and Services Reference Book* *Language Arts* **SCANS:** Basic Skills B. Writing **SCANS:** Thinking Skills F. Reasoning/Critical Thinking	VII b: 1 Have students read Chapter 24, Curriculum Management, in the *Child Care and Guidance, Management, and Services Reference Book*. Have students define the term ***curriculum*** in their own words and share their definitions with the class. Compose a class definition. KEY QUESTIONS: What are some differences in curriculum between child care centers? What is the basis of the curriculum? Who determines what the curriculum will be? What is involved in curriculum management? VII b: 2 Have students study the charts related to the instructional and discovery models in Chapter 24, Curriculum Management, in the *Child Care and Guidance, Management, and Services Reference Book*. Guide students to employ language arts skills in reading and interpreting the models. Arrange for students to observe a Head Start program or a child care center that uses the instructional model and a child care center that uses the discovery model. Instruct students to write a paper comparing and contrasting the two general

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types of program models. Students should include a discussion of the advantages and disadvantages of each model in their papers.

VII b: 3 Lead a class discussion on the importance of ongoing evaluations of a child care program. Point out that effective evaluation techniques assist child care centers in improving the curriculum to meet the needs of children, parents, and teachers. KEY QUESTIONS: What information should caregivers provide to the director that can help determine the effectiveness of the program? What is a developmental check list? How is it used?

SCANS: Thinking Skills
E. Knowing How to Learn

VII b: 4 Have students use resource and reference information to determine the types of evaluation and evaluation techniques used in adult care settings. Use the information students have gathered to lead a class discussion on the who, what, when, where, and how of evaluation in adult care settings. KEY QUESTIONS: Why is evaluation necessary? What are the different types of evaluation? What is the difference between evaluation techniques used with children and those used with adults? Who should perform evaluations in adult care settings? Who should be informed of the evaluation results? Why? How do program evaluations help to improve programming in child and adult care settings?

SCANS: Basic Skills
D. Listening

SCANS: Information
A. Acquires and Evaluates Information

VII b: 5 Invite an elder care services director, senior citizens center director, or long-term care facility administrator to speak to the class. Have the speaker address issues in adult care settings such as program planning and implementation, program management, cultural awareness, resources needed, staff training, and evaluation techniques. KEY QUESTIONS: How do program planning and management strategies differ in child and adult care settings? What training is needed by staff to gain program planning and management skills?

VII b: 6 Arrange for students to volunteer to assist a care center director, administrator, or activities director with program planning in a certain area for a specified length of time, such as a week or month. Instruct students to develop a format for writing out their plans or to follow the form used at the center. If possible, have the students assist in carrying out the activities that they have helped plan. Review guidelines for evaluation and evaluation techniques as discussed in VII b: 3 and VII b: 4, and have students write an evaluation of the activities.

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VII c. Select developmentally-appropriate activities.

Resources: Chapters 16, 17, 18, 19
Child Care and Guidance, Management, and Services Reference Book

SCANS: Interpersonal
A. Participates as a Member of a Team

Language Arts

TEACHING STRATEGIES

VII c: 1 Lead a class discussion on the physical development of newborns, infants, toddlers, and preschoolers. Use Teaching Aid 67, *Physical Development of Infants*, Teaching Aid 68, *Physical Development of Toddlers*, and Teaching Aid 69, *Physical Development of Preschoolers*, in the *Child Care and Guidance, Management, and Services Curriculum Guide*, to assist students in their investigation of developmentally-appropriate physical activities for children. Divide the class into four groups, and assign each group a different age category. Have the groups develop a list of indoor and outdoor learning activities that are interesting, developmentally appropriate, and enjoyable for children in each age group. Have the four groups share, demonstrate, and critique the activities. KEY QUESTION: What kind of changes need to be made to make these activities suitable for children with special needs? Have students compile a booklet listing the developmentally-appropriate physical activities and instructions.

VII c: 2 Lead a class discussion on the emotional and social characteristics of children. Arrange for students to observe children in a child care facility. Have students record emotional and social actions of infants, toddlers, preschoolers, and school-age children. Have students share their observations with the entire class. Divide the class into four groups, and assign a different age category to each group. Have each group develop a list of developmentally-appropriate learning activities that will promote emotional and social development. Have students critique the lists and make a booklet of appropriate activities and instructions. Emphasize that language competence includes written products in a variety of ways. KEY QUESTIONS: What social activities will encourage cooperative play and sharing behaviors? Which activities positively reinforce acceptable social skills? What activities would help children identify and deal with their own feelings and emotions?

VII c: 3 Use Teaching Aid 77, *Promoting Intellectual Development*, and Teaching Aid 64, *Stimulation of the Senses*, in the *Child Care and Guidance, Management, and Services Curriculum Guide*, to assist the students in their investigation of age-appropriate intellectual and language development activities. Have the students brainstorm many intellectual learning activities for infants, toddlers, preschoolers, and school-age children. Have students categorize appropriate activities into a list for the different age groups. Divide the class into groups of two or three, and assign an age-appropriate activity for each group to role play. Have

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each group select an activity which will help children reach their full intellectual potential and make a poster listing the instructions.

SCANS: Thinking Skills
A. Creative Thinking
E. Knowing How to Learn
F. Reasoning/Critical Thinking

VII c: 4 Have students make paper bag puppets or use commercial puppets to teach, dramatize a story, lead songs, or solve problems. Use Teaching Aid 132, *Puppets are People*, to assist the students in their investigation of developmentally-appropriate puppet shows for children. Divide the class into groups of three and have each group plan, write, prepare, and present a puppet show to other class members. Have students evaluate the age-appropriate puppet shows. If possible, arrange for the groups to present the shows to children at a child care facility.

SCANS: Interpersonal
B. Teaches Others New Skills

SCANS: Thinking Skills
A. Creative Thinking
E. Knowing How to Learn
F. Reasoning/Critical Thinking

VII c: 5 Use Teaching Aid 133, *Learning Games*, and Teaching Aid 39, *Group Worksheet*, to assist the students in their investigation of appropriate games for young children. Divide the class into groups of three, and assign each group the task of creating a learning game. Use Teaching Aids 134a, 134b, 134c, 134d, *Developmentally-appropriate Games for Children*, to assist the groups in their learning experience. Assign each group the task of role playing the game. Each group should write a brief summary of their game and share this with other class members. Arrange for the groups to teach the games to children in a child care facility.

VII c: 6 Develop several mock centers to allow the students to explore developmentally-appropriate activities for young children. Include activities such as working puzzles, finger-painting, stringing colorful cereal (with a hole in the middle), texture rubbings, play dough modeling, mural drawing, and painting. Have the students explore every activity and select activities they would like to teach in a child care facility. If possible, arrange for students to teach the activities to young children.

SCANS: Thinking Skills
C. Problem Solving

SCANS: Personal Qualities
A. Responsibilities

VII c: 7 Divide the class into four groups. Have each group plan developmentally-appropriate activities from the time a person wakes up until he or she goes to bed. Each group should assume the roles of the caregiver and the activity director. Assign each group one of the following case studies:

- An elderly woman spends the day at an adult care center while her daughter teaches school. She is seventy-five years old and in good mental and physical health but does not want to stay at home alone all day.
- An elderly woman is recovering from hip surgery. She is out of the hospital and staying with her daugh-

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ter. She is eighty-two years old and mentally alert but has arthritis in her hands, knees, and shoulders.

- An elderly man is in a long-term care facility. He has diabetes and has had his left leg amputated above the knee. His mental attitude is good, but he refuses to wear an artificial leg. He prefers to use a wheelchair, which he gets around in very well. He is ninety-two years old and enjoys other people.
- A disabled older man has been in an automobile accident and is paralyzed from the waist down. He is mentally alert but becomes depressed easily. He is sixty-five years old and lives in a home care center with two other individuals.

VII c: 8 From VII c: 7, have each group give a class presentation explaining and demonstrating the developmentally-appropriate activities planned for their selected individual.

VII d. Implement developmentally-appropriate activities.

Resources: Chapters 16, 17, 18, 19
Child Care and Guidance, Management, and Services Reference Book

SCANS: Interpersonal
A. Participates as a Member of a Team
D. Exercises Leadership

SCANS: Personal Qualities
A. Responsibility
C. Sociability

VII d: 1 Divide the class into groups of two or three. Have each group plan an outdoor activity for three- or four-year olds designed to improve their physical skills such as running, jumping, hopping, skipping, climbing, and throwing and catching a ball. Have students rehearse and learn the activities. If possible, arrange for the groups to teach the activities to children at a child care facility. When students are not teaching, have them record their observations of the individual differences in the abilities of children participating. Have students use their observation records to assist them in evaluating the effectiveness of the activities.

VII d: 2 Display a transparency of Teaching Aid 82, *Values of Art Activities*, in the *Child Care and Guidance, Management, and Services Curriculum Guide*. Lead a class discussion on the values of art activities. KEY QUESTION: What are examples of how art activities contribute to the development of young children? Have students brainstorm and list inexpensive materials for children to use in art activities. After students share their lists, divide the class into groups of two or three. Have each group select several art materials and plan an art activity that would be developmentally-appropriate for preschool children. Have the groups teach the art activities to their peers. If possible, arrange for the students to teach the activities to children in a child care facility. KEY QUESTIONS: Was the art activity appropriate for the children's ages and developmental levels? Why? What behavior clues did the children's reaction give about

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TEACHING STRATEGIES

the appropriateness of the activity? What changes, if any, could be made to improve the art activity in order to meet the developmental needs of the children involved?

SCANS: Resources
A. Time
C. Materials and Facilities

SCANS: Interpersonal
A. Participates as a Member of a Team
D. Exercises Leadership

VII d: 3 Lead a class discussion on the ways dramatic play experiences encourage intellectual and language development in preschool children. Have students list "props" that would encourage preschool children to "pretend play." Divide the class into groups, and assign the task of drawing a floor plan in a dramatic play center for a child care facility. The floor plan needs to include appropriate equipment and furnishings, storage areas, and props. Have each group plan a dramatic play theme, learning objectives, and simple props for a dramatic play center, such as a train, an airplane, a supermarket, a restaurant, a bus, a library, a museum, or a circus. Have the groups state their dramatic play theme, and give a description of their plans to the class. Each plan should contain some type of literacy development through a writing or reading activity. If possible, arrange for the students to implement their plans for the dramatic play center with groups of children in a child care facility.

Language Arts

VII d: 4 Display a transparency of Teaching Aid 135, *Create a Child Care Business*, to assist with the class discussion. Use Teaching Aid 136, *Advertising Flier for a Child Care Business*, and Teaching Aid 39, *Group Worksheet*, to assist the students in their investigation of developmentally-appropriate activities for young children. Divide the class into groups of two or three, and assign them the task of developing a flier advertising a new child care business. Have each group make a presentation describing their child care business to class members. Have students critique the quality and age-appropriateness of the philosophy and the learning activities each group included in its advertising flier. Guide students to employ language arts skills in developing advertisements and oral presentation.

Social Studies

VII d: 5 Arrange for students to visit a child care facility to observe children involved in various learning activities such as singing, games, or finger-plays. After the visit, have students select several finger-plays, songs, games, or poems from a library or other resources. Have students investigate global songs and games from various ethnic groups such as Native American, Canadian, German, Turkish, English, Hispanic, African-American, Italian, Swedish, and Irish. Use Teaching Aid 137, *Activities for Young Children*, Teaching Aid 39, *Group Worksheet*, and Teaching Aids 137a, 137b, and 137c, *Poems and Finger-plays for Young*

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Children, to assist students in their investigation of developmentally-appropriate activities for young children. Remind students that a study of cultural characteristics is a study in anthropology, an area of social studies. Divide the class into groups of two or three, and assign each group an activity to memorize and teach other class members. If possible, arrange for students to teach the activities to children in a child care facility.

VII d: 6 Lead the class in a discussion on the qualifications needed for an activity director of a retirement home. KEY QUESTIONS: What personal qualities should an activity director possess? What type of personality should an activity director have? What type of organizational skills should an activity director have? What type of training or experience is needed?

SCANS: Resources
A. Time
C. Material and Facilities

SCANS: Interpersonal
A. Participates as a Member of a Team
B. Exercises Leadership

SCANS: Thinking Skills
A. Creative Thinking
B. Decision Making
C. Problem Solving
F. Reasoning/Critical Thinking

VII d: 7 Have students imagine that they have just been employed as an activity director by the Sunny Side Retirement Village. The village has a total of forty elderly adults in four cottages with ten living in each cottage. This new retirement village has a main building which contains a large living room area containing a piano, a central dining room, a meeting room with a piano, a large craft room, swimming pool, and a beauty/barber shop which provides a weekly service within the village. The members of the village are all mobile. They range in ages from sixty-five to ninety years old. Divide the class into three groups. Each group should plan one week of developmentally-appropriate activities for the residents. Have the groups share their plans with the class.

VII e. Provide individual and group activity assistance.

Resources: Chapters 16, 17, 18, 19
Child Care and Guidance, Management, and Services Reference Book

SCANS: Thinking Skills
A. Creative Thinking
B. Decision Making
C. Problem Solving
E. Knowing How to Learn
F. Reasoning/Critical Thinking

VII e: 1 Arrange for students to observe in a child care facility. Have students record a description of the musical activities observed. Lead a class discussion on the ways listening to music and participating in musical activities helps children develop self-confidence, language, social, and motor skills. Have students collect cardboard tubes from paper towels, and make bells, rattles, rhythm sticks, and other safe and simple musical instruments. Divide the class into groups. Have each group plan musical games and activities using the instruments and creative movements. The creative movements may include doing simple dance steps, walking or marching in a line or circle, holding hands and swinging in time with the music, or finger-plays. Have students rehearse and learn the activities they plan before teaching them in a child care setting. After the students work with the children,

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TEACHING STRATEGIES

have them evaluate the experience and the children's responses to the music activity.

SCANS: Information
A. Acquires and Evaluates Information

VII e: 2 Display a transparency of Teaching Aid 89, *Special Activities for Children,* from the *Child Care and Guidance, Management, and Services Curriculum Guide.* Lead a class discussion on the value of field trips as a learning experience. Have students research locations in the area that would provide good learning experiences for children. Provide examples of a variety of field trip permission forms that are used in schools and child care facilities. Have students critique the forms and design a suitable one to be used by a child care facility to inform parents or guardians. If possible, arrange for students to assist child caregivers when they take children on a field trip. The students will need to observe the caregivers before, during, and after the field trip to learn the procedures and rules of the child care facility. Have students note what the caregivers take with them such as medical authorization forms and first-aid kits. After assisting with this group activity, have students share and evaluate their experiences in class.

SCANS: Thinking Skills
A. Creative Thinking
D. Seeing Things in the Mind's Eye
E. Knowing How to Learn

VII e: 3 Have students brainstorm and list items in nature that would be suitable for texture rubbing. Have students take a walk outdoors to collect twigs, leaves, flowers, seeds, flat rocks, and bark. Inside the classroom, provide paper and crayons. Have students place one of the items under the paper. While holding it firmly under the paper, have them rub a colored crayon over the item until a textured picture of the object "appears." (The items for a texture rub also can be gathered indoors and might include paper clips, coins, combs, and other relatively flat, textured items.) Display the texture rubbings in the classroom. Arrange for students to assist in a child care facility with five-year olds to help the children collect items and make a texture rubbing. KEY QUESTION: Which motor development skills are required for a child to make a texture rubbing?

VII e: 4 Divide the class into groups of three or four. Assign each group to plan and prepare an individual or group activity for the elderly. (Suggestions could be crafts, a game such as checkers or dominoes, or group games such as bingo.) Have each group of students present their activity to the class. Have the students prepare a written evaluation and describe any changes which would improve the activity.

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Language Arts

TEACHING STRATEGIES

VII e: 5 If possible, assign the groups in VII e: 4 to present their activities to senior citizen's groups. Have students write a follow-up evaluation. Be sure students recognize the application of language arts principles in writing the evaluation.

VII f. ***Provide social and recreational activity assistance.***

Resources: Chapters 16, 17, 18, 19
Child Care and Guidance, Management, and Services Reference Book

Chapter 8
Services for the Elderly Reference Book

VII f: 1 Display a transparency of Teaching Aid 57, *Planning Transitions*, from the *Child Care and Guidance, Management, and Services Curriculum Guide*, to assist with a class discussion on teaching strategies for routine child care activities called ***transitions***. Arrange for students to observe child caregivers as they perform transitional activities with young children in a child care facility. Have students write a report listing and describing the transitional activities observed. Divide the class into groups, and have the groups plan and practice transitional activities. If possible, have students assist caregivers at a child care facility in transitional activities, such as finger-plays, short songs, and games.

VII f: 2 Lead a class discussion on social and recreational activities for young children. Use Teaching Aid 138, *Focused-time Activities for Young Children and High School Students*, to assist the students in their investigation. Divide the class into five groups, and assign each group one activity to learn. Have each group role play or demonstrate the activities. Arrange for the groups to assist caregivers in a child care facility by teaching the children using the direct interaction, focused-time activities. Have students evaluate the activities' effectiveness with three- to five-year olds.

VII f: 3 Divide the class into teams of four or five for "Action-Apple Relay." Have each group name their team. Have the players on each team line up behind each other. The first player is the team leader. Give each team leader one apple. At a signal, each team should pass the apple from the first player to the last player, then back again. Have the students play the game seven times following these instructions:

- Pass the apple using both hands.
- Pass the apple using right hand only.
- Pass the apple using left hand only.
- Pass the apple touching it to the floor.
- Pass the apple over the head.
- Pass the apple between the knees.
- Pass the apple alternately over the head and between knees.

Arrange for students to assist caregivers in a child care

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facility by playing the "Action-Apple Relay" game with three- to five-year olds. Have students evaluate the experience to gain a better understanding of the effectiveness of the game.

VII f: 4 As a class, plan a social or recreational activity for a group of elders. Divide the class into committees such as

- invitations,
- transportation,
- planning and presenting the activity,
- greeting the people,
- serving refreshments, and
- cleanup.

Have the different committees plan their duties, and have a leader in each group report the results to the class. Evaluate the report of each committee and make any necessary changes or improvements.

SCANS: Interpersonal
A. Participates as a Member of a Team

VII f: 5 Invite a group of elders to the school for the social or recreational activity planned in VII f: 4. This group could either be from a senior citizen's center or the grandparents and great-grandparents of the students. Have the different committees carry out the plans made in VII f: 4. All students should interact with the guests and should participate in helping the elders with the activity if needed.

SCANS: Personal Qualities
A. Responsibility
C. Sociability

VII f: 6 Have students complete the following evaluation concerning the social or recreational activity for the elderly in VII f: 5.

- Things that I learned during the activity with the elderly are...
- Changes in my attitudes towards the elderly are...
- Improvements in planning and participating in the social for the elderly are...
- One self-improvement toward good health which I can implement now so I can be an active elderly person is...

VII.g. Identify appropriate teaching methods and skills.

Resources: Chapters 15, 16, 17, 18, 19
Child Care and Guidance, Management, and Services Reference Book

Language Arts

VII g: 1 Have students study the charts related to the instructional and discovery program models of teaching in Chapter 24, Curriculum Management, in the *Child Care and Guidance, Management, and Services Reference Book.* Have students write a report comparing and contrasting the advantages and disadvantages of the two general types of instructional program models. If possible, arrange for students to observe in a child care facility that uses the instructional model and

COMPETENCIES

TEACHING STRATEGIES

SCANS: Basic Skills
A. Reading
B. Writing
E. Speaking

one that uses the discovery model. Have students give oral reports comparing and contrasting the two methods of instruction. Point out that students are applying language arts skills when composing reports and giving oral presentations. KEY QUESTIONS: What are the advantages of a structured approach? What are the disadvantages? What skills will the children learn in each? Who selects the activities to be used in each instructional program model? Why is a more structured program model desirable for children with special needs?

VII g: 2 Use Teaching Aid 125, *Techniques for Teaching*, from the *Child Care and Guidance, Management, and Services Curriculum Guide*, to assist students in their investigation of the appropriate teaching methods and skills. Lead a class discussion on techniques for teaching young children. Ask students to share techniques they have observed in school, church school, or child care facilities. KEY QUESTIONS: Why should a wide variety of teaching methods be used? How can the effectiveness of the teaching strategies be determined? Have students identify and evaluate the effectiveness and appropriateness of a variety of teaching methods.

SCANS: Information
B. Organizes and Maintains Information

VII g: 3 Have students review the principles for the development of teaching strategies found in Chapter 24, Curriculum Management, of the *Child Care and Guidance, Management, and Services Curriculum Guide*. Use Teaching Aid 126, *Teaching Activity Card*, in the *Child Care and Guidance, Management, and Services Reference Book*, to assist students in their investigation of appropriate teaching methods. Explain that a teaching staff can develop a Teaching Activity Card file system for a child care facility. The card file system could be based on the goals and objectives in their curriculum plan. Divide the class into groups of two or three and provide each group with index cards and instructional planning resource materials. Have them develop a Teaching Activity Card file system which includes a wide variety of appropriate teaching methods to be used by staff members in a child care facility.

VII g: 4 Lead the class in a discussion of appropriate teaching methods and skills to use when teaching the elderly. Display a transparency of Teaching Aid 139, *Appropriate Teaching Methods and Skills for Teaching the Elderly*, to assist with the class discussion. Discuss the reason or importance of each skill or method listed.

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VII h. Demonstrate appropriate teaching methods and skills.

Resources: Chapters 15, 16, 17, 18, 19
Child Care and Guidance, Management, and Services Reference Book

Chapter 32
Services for the Elderly Reference Book

Mathematics

SCANS: Thinking Skills
E. Knowing How to Learn

TEACHING STRATEGIES

VII h: 1 Demonstrate and teach students an appropriate food preparation skill. Have students measure one heaping tablespoon of creamy peanut butter, one-half teaspoon of honey, and two teaspoons of dry milk and put the ingredients in a plastic bag that can be resealed. Remind students that the ability to accurately measure is an essential mathematics skill. Tell each student to mix by squeezing the ingredients in the sealed bag. Have students wash their hands, place the mixture on waxed paper, and mold the peanut butter "play dough" into the shape of their own body. Encourage the students to build their muscles in the dough character to illustrate that peanut butter and dry milk are protein sources; protein builds strong muscles. (The dough may be rolled between two sheets of waxed paper and then cut with different cookie cutters.) If possible, arrange for students to demonstrate and teach this activity in a child care facility. Have students prepare the peanut butter dough, seal it in bags, and then take the supplies for making the tasty protein "play dough" to the child care facility. After the teaching experience, have the students evaluate the appropriateness of the teaching methods that were used.

VII h: 2 Display a transparency of Teaching Aid 125, *Techniques for Teaching*, from the *Child Care and Guidance, Management, and Services Curriculum Guide*, to assist with the class discussion on teaching methods and skills. Demonstrate and teach the students an entertaining game called, "Pass the Package." Take a small, inexpensive toy that children like and wrap it ten times. Each time you wrap the toy, use a different color or design of wrapping paper. Have students sit in a circle. Play music and ask the players to pass the package around the circle. When the music stops, the player with the package removes one layer of paper. When the music starts again, the package again goes around. This continues until the final layer of paper is removed, and the package opened. The person to unwrap the final layer of paper gets to keep the toy. If possible, arrange for the students to demonstrate and teach the musical "Pass the Package" game in a child care facility. Provide time for students to evaluate the effectiveness of the teaching methods used. KEY QUESTION: What social and motor skills were learned by the children? Use Teaching Aid 140, *How Effectively Am I Working?*, to assist the students in their evaluation of the skills.

VII h: 3 Use Teaching Aid 141, *Themes for Young Children's Activities*, to assist the students in their lesson planning investigation. Divide the class into groups of two or three, and

COMPETENCIES

TEACHING STRATEGIES

SCANS: Personal Qualities
A. Responsibility
C. Sociability
D. Self-Management

have students select a theme and then plan a lesson to develop the theme. Have students plan the goal, objectives, materials, activities, and evaluation for the lesson. Have the groups teach the lesson to their peers in preparation for teaching in a child care facility. After demonstrating appropriate teaching methods and skills to their classmates, arrange for the students to teach the lessons to three- to five-year olds in a child care setting.

SCANS: Resources
D. Human Resources

VII h: 4 Divide the class into groups of four. Have each group plan a craft or game to be taught to a group of elders. Have each group practice teaching the craft or game to the class. Evaluate the method and procedure used in teaching and make any improvements needed. Arrange for students to teach the crafts and games to elders at a facility.

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*VII i. **Apply appropriate techniques for working with individuals with special needs.***

Resources: Chapter 20
Child Care and Guidance, Management, and Services Reference Book

Chapter 32
Services for the Elderly Reference Book

SCANS: Thinking Skills
E. Knowing How to Learn

SCANS: Information
C. Interprets and Communicates Information

VII i: 1 Lead a class discussion explaining that children with mental impairments may go through developmental stages slower than other children. Explain that task analysis is an effective teaching strategy used when working with children with mental impairments or learning disabilities. Display a transparency of Teaching Aid 100, *Caring for Children with Mental Impairments*, from the *Child Care and Guidance, Management, and Services Curriculum Guide*, to identify strategies caregivers need to consider when working with children with mental impairments. Arrange for students to interview a caregiver working with children with special needs. KEY QUESTION: What techniques or strategies are used to teach the children? Have students share a written report of their interview with the class. Divide the class into groups of two or three, and assign each group one task to analyze and breakdown into step-by-step instructions. The suggested tasks include using crayons, climbing steps, using glue, operating a cassette player, working a puzzle, or building a tower with blocks. Have students demonstrate the step-by-step instruction techniques.

VII i: 2 Invite a sign language instructor to teach students words and phrases that caregivers need to know in order to communicate with children who use sign language. Provide opportunities for the students to use sign language with each other, with hearing impaired peers who attend their school, and with children in a child care facility.

VII i: 3 Display a transparency of Teaching Aid 110, *Self-Help Skills*, from the *Child Care and Guidance, Management,*

COMPETENCIES		TEACHING STRATEGIES
		and Services Curriculum Guide, to assist with a class discussion on how caregivers may encourage children with special needs to develop independence. Assign each student a "pretend" child with a different type of disability. The disabilities could include sensory, physical, communication, and emotionally-/behaviorally-challenging conditions apparent in young children. Have the students explain how to teach their "pretend" child to develop the self-help skills listed on Teaching Aid 110, *Self-Help Skills.* Evaluate the teaching plans based on the appropriateness for the child with the disability. Have students role play the teaching technique for other class members.
Language Arts	VII i: 4	Have students react in writing to the following statement by Helen Keller: "Persons who are severely impaired never know their hidden sources of strength until they are treated as normal humans and encouraged to shape their own lives." Have students share their responses to this quote with the class. Point out to students that the ability to read and interpret information is a language arts skill. KEY QUESTIONS: What does the statement mean? Who is Helen Keller referring to as being severely impaired? How are impaired or individuals with special needs treated as abnormal? How can the tendency to treat impaired or individuals with special needs as abnormal be reversed? How can independence be encouraged among people with impairments or special needs? Does Helen Keller speak from experience? Why?
	VII i: 5	Have the students identify and list illnesses, diseases and changes associated with various special health needs in older adults. Have one student write the illnesses, diseases, and changes on the board or overhead projector. Include illnesses and diseases such as Alzheimer's disease, arthritis, heart disease, Parkinson's disease, stroke, glaucoma, cataracts, and the loss of hearing. KEY QUESTIONS: Are these illnesses and health problems associated with only one special need? Explain. How does this affect a caregiver who is working with individuals with special needs?
	VII i: 6	Invite a panel of representatives from local service organizations or support groups to speak to the class on the appropriate techniques for working with elderly individuals with special needs. As a class, prepare written questions in advance for the panel to answer. KEY QUESTIONS: What techniques can be used to help build self-esteem in people with special needs? What techniques can be used to help individuals with special needs have self-confidence? What

COMPETENCIES | **TEACHING STRATEGIES**

techniques can be used to help them remain as independent as possible? What techniques can be used to help individuals with special needs have a positive attitude? What techniques can be used with individuals who have diseases such as Alzheimer's and Parkinson's to help prevent frustration and depression? As the panel members present the information, have the students prepare an outline or use a graphic organizer to record the information.

VII j. Use developmentally-appropriate equipment.

Resources: Chapters 5, 16, 17, 18, 19
Child Care and Guidance, Management, and Services Reference Book

Chapters 31, 32
Services for the Elderly Reference Book

VII j: 1 Use Teaching Aid 108, *Age-appropriate Toys and Play Equipment*, to assist with the class discussion concerning the selection of developmentally-appropriate toys and play equipment to be used in a child care facility. Provide each student with a copy of this particular Teaching Aid to use as a checklist. Arrange for students to go on a field trip to a child care facility. Have students complete the checklist of the toys and play equipment available. If possible, arrange for students to assist the caregivers and work with young children using the developmentally-appropriate play equipment. KEY QUESTIONS: Which equipment is appropriate for infants? for toddlers? for preschoolers? How does the equipment promote the children's intellectual development? physical development? emotional development? social development? Which equipment will help the children develop fine-motor skills? large-motor skills?

VII j: 2 Use information found in Chapter 5, A Wholesome Child Care Environment, in the *Child Care and Guidance, Management, and Services Reference Book*, to assist with a class discussion concerning developmentally-appropriate equipment provided in a child care facility. If possible, arrange for the students to visit a child care facility. Have students list and describe the equipment and supplies used for food service, activity areas, emergencies, sleeping areas, and toileting. KEY QUESTIONS: What size is the equipment? Is the size of the equipment appropriate for the children using it? Arrange for the students to assist child caregivers with toileting, activities, nap time, and snack time. Have students note how an emergency was handled if one occurred during the observation.

VII j: 3 Use Teaching Aid 142, *About Puppets*, to assist in a class discussion on the value of using puppets to help children develop intellectually, socially, and emotionally. Use Teaching Aid 143, *Paper Sack Dog Puppet*, and Teaching Aid 144, *Paper Sack Mouse Puppet*, to assist the students in

COMPETENCIES

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making puppets. Have students make puppets, create puppet shows, and perform the shows for their peers. If possible, arrange for the students to present the puppet shows in a child care facility. Have students work with four- and five-year olds in the child care facility to help the children plan and produce puppet shows.

VII j: 4 Secure a wheelchair, a walker without wheels, a walker with wheels, crutches, and a variety of canes to be used with this activity. Explain the procedure to determine the height needed for walkers, canes, and crutches. Demonstrate the following procedures to the students, and then have each student practice using these aids. Use splints on the legs and arms to experiment with problems of mobility.

- Practice getting a person in and out of a wheelchair and checking the safety features on the chair.
- Practice using both types of walkers.
- Learn to walk with one and two crutches.
- Determine which type of cane would be more beneficial in different types of situations.

SCANS: Thinking Skills
C. Problem Solving
E. Knowing How to Learn

Use Teaching Aid 145, *Walking Equipment*, to discuss different types of walking aids. KEY QUESTIONS: How do these aids assist individuals with disabilities? What fears do elderly people have who cannot walk? Can a walker be prepared with a forearm crutch? How? What advantage is the walker with a forearm crutch over a regular crutch? (For individuals who have severe hand deformities from illnesses such as rheumatoid arthritis, the forearm crutch bears weight on the forearm and elbow rather than through the hand and wrist.) How is the height of a crutch determined? Which is better for an elderly individual, a walker with or without wheels? Why? What factors must be considered when buying a wheelchair? How are the wheels on a wheelchair locked and unlocked? How is a wheelchair folded in order to place it in a car? When would a motorized wheelchair be needed? How and where can one obtain needed equipment?

VII j: 5 Demonstrate the use of expandable and extendable combs and brushes. (Students should not use brushes used by others.) Have students prepare a brush with a built-up handle by using foam rubber or quilt batting and tape or prepare other small dressing and grooming aids. Refer to Chapter 31, Grooming, and Chapter 32, Dressing Assistance and Self-Help Dressing Aids, in the *Services for the Elderly Reference Book*, to assist in preparing small aids to be used for practice. Have students tape various combinations of fingers together with craft sticks to simulate stiff

COMPETENCIES

TEACHING STRATEGIES

fingers and wrap an elastic bandage around the elbows to simulate stiff elbows. Then have students try to comb or brush their hair with their personal combs and brushes, try buttoning a shirt, and try putting on socks and shoes. KEY QUESTIONS: What difficulties were encountered in completing each task? Were self-help dressing aids beneficial? How?

VII j: 6 Invite a rehabilitation specialist to demonstrate the use of a paraffin-based hand/finger bath often used by elderly individuals who are affected by arthritis. Have the specialist discuss other small equipment which is available such as reach or pick-up devices and long-handled shoehorns. If possible, have students use the paraffin bath on other students while under the supervision of the specialist. KEY QUESTIONS: How does the paraffin help the arthritis pain? How many times should the hands be dipped into the paraffin bath? What is added to the paraffin to lower the temperature at which it melts? Can this be prepared on a regular range? How can one determine the correct temperature? Would a therapeutic temperature-controlled unit be better? Why? What is the cost? What types of reach or pick-up devices are available? What is the cost of these items?

VII k. Identify activities that promote intergenerational interactions.

Resources: Chapters 2, 3, 4, 5, 6, 7, 8,
Services for the Elderly Reference Book

Modules VII, VIII
Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules

SCANS: Information
C. Interprets and Communicates Information

VII k: 1 Divide the class into small groups. Distribute copies of figure VII-3 (continued), Intergenerational Programs, Young and Old Together, from Module VII, Program Summaries, in *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules,* and Teaching Aid 146, *How Will We Do It?*, from this book. Have each group compare how the goals and objectives differed for each age level. (Note: The three goals are the same but they differ in objectives in order to achieve the goal for that specific age group.) Using the goals and objectives from Figure VII-3 (continued), and Teaching Aid 149, have students list possible intergenerational activities that could be used to achieve the goals and objectives. Have each group share their responses with the class.

VII k: 2 Divide the class into small groups. Using a variety of schedules from a child care center and an elder facility, have students identify what interactions could occur with children and elders in each particular setting. Discuss the factors that would need to be considered and how activities could include both children and elders. Have groups present their ideas to the class.

COMPETENCIES	TEACHING STRATEGIES
	VII k: 3 Place butcher paper or posterboard on the wall for students to brainstorm and list activities promoting intergenerational interactions. Divide the paper or posterboard into various sections with headings such as social, recreation, and games, music, field trips, art, cooking, and writing/literature/drama. For a list of ideas, refer to Training Aid VIII.9, *Ideas For Intergenerational Activities*, and the section, Types of Intergenerational Activities, in Module VIII, Activity Planning, of *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules.* Discuss how each of these activities could promote intergenerational interactions.
	VII k: 4 Show a videotape that depicts intergenerational interactions. Some sources for securing this type of videotape are listed in Appendix H, *Resources and Materials for the Intergenerational Professions Program*, and include Generations Together, Generations United, and RMI Media Productions, Inc., 2807 West 47th Street, Shawnee Mission, Kansas 66205. Phone number 1-800-745-5480 or FAX number 1-800-755-6910. Discuss with the students some of the intergenerational activities shown during the video. KEY QUESTIONS: Which activities would promote the most intergenerational interaction? What are some new ideas for activities?
SCANS: Interpersonal A. Participates as a Member of a Team D. Exercises Leadership	VII k: 5 Divide the class into three groups. Assign each group one of the activities described in the section, Sample Ideas For Activities, located in Module VIII, Activity Planning, of *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules.* Have each group review their activity, then brainstorm and list how this activity could be varied. Each group should also discuss what special considerations might have to be made. Have each group prepare a presentation for the other students, describing the activity, variations, and special considerations.
VII l. Plan activities that promote intergenerational interactions. **Resources:** Chapters 2, 3, 4 ,5, 6, 7, 8, 9 *Services for the Elderly Reference Book*	VII l: 1 Divide the class into four groups. Distribute copies of Teaching Aid 147, *Planning Intergenerational Activities.* Each group should create an activity for a specific type of intergenerational program. Assign these tasks to the following groups: • Group 1: Two- and three-year olds interacting with active elders in a recreational activity. • Group 2: Four- through seven-year olds interacting

COMPETENCIES

Resources: Module VIII *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules*

SCANS: Interpersonal
A. Participates as a Member of a Team

SCANS: Thinking Skills
A. Creative Learning
B. Decision Making
F. Reasoning/Critical Thinking

Language Arts

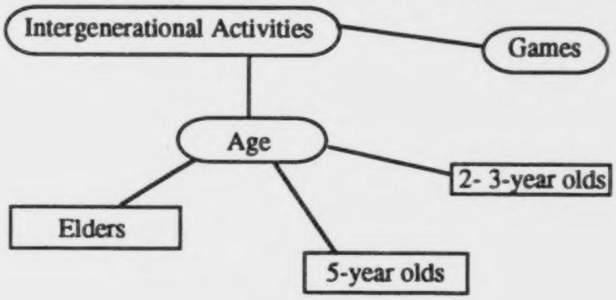
TEACHING STRATEGIES

in an art activity with active elders.

- Group 3: Eight- and nine-year olds interacting with both frail and active elders in a drama activity.
- Group 4: Ten- to twelve-year olds interacting with frail elders for a special holiday activity.

Give the groups a reasonable amount of time to plan the activity. For guidance refer to the sections, Methods and Strategies For Creating and Adapting Activities and Preparation and Follow-up In Implementing Activities, in Module VIII, Activity Planning, of *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules*. Also, reflect back on Training Aid VIII.9, *Ideas For Intergenerational Activities*, and the section, Types of Intergenerational Activities used in VII k:3. Provide students with these materials if necessary. If possible, have students conduct their activity with a group of children and elders.

VII l: 2 Divide the class into small groups and distribute Teaching Aid 148, *Flexible Thinking*. Instruct each group to complete the semantic mapping activity like the one shown in the diagram below. A detailed description of semantic mapping is included in the *Recommendations for Using the Intergenerational Professions Instructional Guide* found in the upfront section of this book. Lead students to use semantic mapping to identify all of the things that need to be considered in planning intergenerational activities. Instruct them to expand their semantic map through brainstorming. After completion, ask a spokesperson from each group to write the semantic map extensions onto an enlarged diagram on butcher paper. Lead a class discussion on each group's ideas about the planning of intergenerational activities. Make students aware that they are employing language arts skills.



VII l: 3 Lead a class discussion on why "free choice" is important to offer children and elders in the intergenerational setting. Refer to the section, Basic Guidelines For Scheduling

COMPETENCIES

TEACHING STRATEGIES

Activities, in Module VIII, Activity Planning, of *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules*. KEY QUESTIONS: What are some ways intergenerational activities can be lead but still include free choice for the children and elderly involved? What problems could occur if free choice was not offered?

SCANS: Thinking Skills
A. Creative Thinking
B. Decision Making
F. Reasoning/ Critical Thinking

SCANS: Information
C. Interprets and Communicates Information

VII 1: 4 Divide the class into small groups. Review with students the section, Introductory Activities, from Module VIII, Activity Planning, in *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules*. Instruct each group to plan five "icebreakers" to begin intergenerational activities. Have each group share their ideas with other class members. If possible, allow students to conduct their "icebreaking" activities in an actual intergenerational setting.

Social Studies

VII 1: 5 Lead students to brainstorm and list the needs and abilities of participants that should be considered in planning activities in an intergenerational setting. For example, have students gather background information on the cultural aspects of the various ethnic groups represented in the care setting. Explain to students that a study of cultural characteristics is an area of social studies called anthropology. Select one student to record these ideas on the board or overhead projector as they are mentioned. After reviewing these, discuss the section, Model For Intergenerational Activities, and Figure VIII-1, Model for Intergenerational Activities Between Elders and Children, located in Module VIII, Activity Planning, of *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules.*

COMPETENCIES

TEACHING STRATEGIES

SUGGESTED ACTIVITIES FOR THE OCCUPATIONAL SETTING

Language Arts

Arrange for students to interview an activity director at a preschool, a care center for the elderly, a retirement home, or a long-term care facility. Students should make notes on the types of activities provided, the characteristics and behavior of the individuals participating, and the results of the different activities. As a class, prepare questions to be asked during the interview. Have students write a follow-up report. Make students aware that they have exercised language arts skills as they prepare the follow-up reports.

Arrange for students to observe at a child care center, a preschool, or a retirement home during a social activity. As students observe, they should make notes of the social activities, the participation of the children or elders, and the participants' attitudes and interest in the activity. Have students write a follow-up report.

Arrange for students to interview a caregiving professional or teacher in a special education class, a state school, or a long-term care facility. Students should make notes on appropriate techniques for working with individuals of various ages with special needs. As a class, prepare questions to be asked during the interview. Have students write a follow-up report.

Arrange for students to interview a caregiving professional in a rehabilitation center. Students should make notes of the types of equipment and the purpose of the equipment. As a class, prepare questions to be asked during the interview. Have students write a follow-up report.

COMPETENCIES

TEACHING STRATEGIES

VIII. Personal Care

VIII a. ***Describe the benefits of maintaining good personal hygiene.***

Resources: Chapters 7, 10
Child Care and Guidance, Management, and Services Reference Book

Chapter 20
Services for the Elderly Reference Book

SCANS: Basic Skills
B. Writing

Language Arts

VIII a: 1 Have students brainstorm and list good personal hygiene practices. Examples might include bathing, shaving, hair care, care of hands and nails, dental care, and wearing clean clothes. Lead a class discussion on the relationship of good personal hygiene practices to maintaining overall health and well-being.

VIII a: 2 Have students brainstorm and list the benefits of maintaining good personal hygiene. Examples may include improved resistance to infection; improved self-concept, and improved feeling of well-being. KEY QUESTION: What effect will the caregiver's appearance, attitude, and wellness have on the child or adult in a care setting? Have students write a paragraph describing the relationship between good personal health practices and achieving success in one's chosen occupation.

VIII a: 3 Assign students to write a one-minute speech on how good personal hygiene will help them as a caregiver. Have students give the written speech orally to the class. Point out to students that language competence includes sharing written and oral products in a variety of ways.

VIII b. ***Assist individuals with special needs with personal hygiene maintenance.***

Resources: Chapter 7
Child Care and Guidance, Management, and Services Reference Book

Chapter 20
Services for the Elderly Reference Book

SCANS: Basic Skills
D. Listening

SCANS: Information
C. Interprets and Communicates Information

VIII b: 1 Invite appropriately-credentialed specialists to explain guidelines for working with children who are visually, physically, mentally, emotionally, or hearing impaired. Divide the class into groups and assign each group a personal hygiene task, including removing clothes for toileting, toileting, using toilet tissue, washing and drying hands, washing and drying face, brushing and combing hair, brushing teeth, and blowing and wiping the nose. Have each group create a developmentally-appropriate step-by-step task analysis for teaching children personal hygiene tasks. In each task analysis include adaptations for children with special needs. Have each group report their task analysis to the class. Arrange for students to use the skills to assist caregivers who work with children with special needs.

VIII b: 2 Have students role play personal hygiene situations, such as washing and drying hands, washing and drying face, brushing and combing hair, brushing teeth, and blowing and

COMPETENCIES	TEACHING STRATEGIES
SCANS: Thinking Skills A. Creative Thinking B. Problem Solving	wiping the nose, while simulating various special needs such as blindness, missing arms or legs, deafness, or paralysis. Examples of simulation aids include a blindfold, tunnel-vision glasses, earplugs, crutches, canes, wrapping a leg, foot, arm, or hand to simulate a prosthesis, using a wheelchair because of paralysis, or communicating without talking. KEY QUESTIONS: What frustrations were felt by students? How does an individual deal with these feelings? How would children of different ages likely be affected physically, emotionally, socially, and intellectually by similar disabilities? What kind of teaching techniques are effective with children with special needs? VIII b: 3 Lead a class discussion on the ways that special needs can affect a person's skill in performing personal hygiene tasks. KEY QUESTIONS: What are the goals of the caregiver when assisting elders with special needs? How can a caregiver encourage an elderly person with special needs that has difficulty performing personal hygiene tasks? What conditions might cause elderly individuals to need adaptive aids or assistance with personal hygiene tasks? VIII b: 4 Invite an occupational therapist to speak to the class on ways to assist individuals with special needs with personal hygiene maintenance. Have students prepare questions for the speaker in advance. Have students write a summary of ways to assist a person with special needs with each area of personal hygiene. Have students write a thank you letter to the guest speaker.
VIII c. Describe the rules of body mechanics to be used when working with the elderly or others with special needs. **Resources:** Chapter 26 *Services for the Elderly Reference Book* *Language Arts*	VIII c: 1 Invite an appropriately-credentialed representative from the American Red Cross to discuss and demonstrate correct body mechanics to use when working with children with special needs. Have students record the information and formulate a list of rules for body mechanics to be used when working with children with special needs. Have students use a doll manikin to practice the rules for appropriate body mechanics. Have students write a thank you business letter to the community resource person. Point out to students that language competence includes sharing written products in a variety of ways. VIII c: 2 Lead a class discussion about appropriate body mechanics using information gained from the guest resource speaker in VIII c: 1 and found in the *American Red Cross Standard First Aid and Personal Safety* book to assist with the class

COMPETENCIES

TEACHING STRATEGIES

discussion. Explain that muscle strains most frequently involve a person's back muscles and are usually the result of lifting too much weight improperly. Explain the following procedures to use when lifting a child:

- Place the feet firmly on the floor with the feet spread apart.
- Squat, keep the back as straight as possible, and get a good grip on the child.
- Lift slowly, pushing up with the thigh and leg muscles.
- Do not jerk the child upward or twist the trunk of your body while lifting.
- To lower a child, reverse the procedure.

Have students make a large, illustrated poster to display in the classroom listing and describing rules of safe body mechanics when working with children with special needs.

VIII c: 3 Arrange for students to work with children with special needs in an elementary school. Invite a special education teacher or a school nurse to discuss the occasions when proper body mechanics are needed when working with children with special needs. Provide opportunities for students to observe the body mechanics used by special education teachers and aides. Have students record their observations and share them with their classmates. Have students prepare a poster or other visual aid that would persuade special education teachers and aides to learn and practice rules for proper body mechanics when working with individuals with special needs.

VIII c: 4 Write the following terms and statements on cards and hand them to students to explain and discuss

- body mechanics,
- base of support,
- center of gravity,
- balancing,
- strongest muscles,
- weakest muscles,
- "back bending is backbreaking,"
- proper body mechanics should be used "on" and "off" the job

Use Teaching Aid 149, *Basic Body Mechanics*, to aid with the discussion.

VIII c: 5 Divide the class into four groups. Identify these groups as the students' "home base." Assign each student within the "home base" group a number from one to four. Each group of "ones," "twos," "threes," and "fours" will form a new group. Each will prepare a demonstration on one of the

COMPETENCIES

SCANS: Interpersonal
A. Participates as a Member of a Team
B. Teaches Others New Skills

TEACHING STRATEGIES

following:

- Group 1: Demonstrate the proper procedure for lifting a heavy box, and describe the rules for body mechanics when lifting
- Group 2: Demonstrate the proper method of moving a heavy object, and describe the rules for body mechanics when moving a heavy object.
- Group 3: Demonstrate and describe the correct procedure for moving an elderly individual to the near side of a bed. (Use a table as a bed if one is not available.) Provide instructions for encouraging individuals to develop self-help skills.
- Group 4: Demonstrate and describe the proper body mechanics for helping an individual sit up and lie down, including the safety points a caregiver should remember.

Refer to Chapter 26, Body Mechanics, in the *Services for the Elderly Reference Book*, for additional information. Ask the groups to present their demonstrations to the class. Following the demonstrations, have students return to their "home base" groups and teach their home base group the procedures that they learned in the "number group." This process allows every student an opportunity to learn and practice all of the procedures.

VIII d. Demonstrate appropriate transfer techniques with individuals with special needs.

Resources: Chapter 26
Services for the Elderly Reference Book

VIII d: 1 Use information about appropriate body mechanics and appropriate transfer methods to use when lifting and transferring a child found in the *American Red Cross Standard First Aid and Personal Safety* book to assist with the class discussion. Emphasize the following guidelines to use when lifting and transferring children:

- Use appropriate body mechanics when lifting and transferring a child.
- Be considerate of the extra time it might take to get tasks done, and let the child with special needs set the pace.
- Offer assistance if asked, or if the need seems obvious, but don't overdo it or insist on it. Respect the child's right to indicate the kind of help needed and appreciate what the child *can* do!

Have students use a doll manikin to practice the precautions to take when lifting and transferring a child. Practice movements such as moving a child from a chair to a wheelchair, from a bed to the floor, from the floor into the arms, from the toilet to a wheelchair, from a highchair to the arms, and from the car to a wheelchair.

COMPETENCIES

TEACHING STRATEGIES

Language Arts

VIII d: 2 Invite a representative from the Department of Public Safety, a representative from the Texas Department of Human Services, a director of special education, a director of bus transportation, a representative from a Region Education Service Center, an insurance agent, or an occupational therapist to discuss safety for children with special needs and the Texas laws pertaining to transporting children with special needs in moving vehicles. KEY QUESTIONS: What are the legal requirements for transporting children with special needs in vehicles? What type of license is required of vehicle drivers who transport children with special needs? How are children in wheelchairs transported? What is the staff/child ratio requirement? Ask the students to write an informative paper about transporting children with special needs in private or public moving vehicles. Have students write a thank you letter to the community resource person. Make students aware that the language arts skill of letter writing is an important part of business etiquette. Arrange for students to observe a demonstration of the correct body mechanics and transfer techniques used by adult caregivers who work with children with special needs. Arrange for the students to assist adult caregivers with transporting children with special needs in a car or bus.

SCANS: Basic Skills
A. Reading

VIII d: 3 Provide copies of the Texas *Minimum Standards for Day Care Centers* to assist students in their investigation of the equipment and of the accessibility of child care facilities for children with special needs. Divide the class into groups of two or three. Have each group make a checklist of questions to evaluate the accessibility of the child care facility building and equipment for individuals with special needs. KEY QUESTIONS: Are ramps provided for all doors? Are there handrails in the restrooms? Is there space for a wheelchair in the restrooms? Are the sinks and mirrors the correct height? Can all the areas in the child care facility be reached in a wheelchair? Are there elevators? Are there braille instructions for the blind? Are there safety provisions for the hearing impaired? What improvements could be made to make the building and equipment more accessible to a child with special needs? Have students work together to compile a minimum standards checklist. Lead a class discussion on the equipment and building accessibility and adaptability that is required for children with special needs. Have students use the checklists to evaluate a child care facility building and equipment.

COMPETENCIES

SCANS: Basic Skills
A. Reading
B. Speaking

TEACHING STRATEGIES

VIII d: 4 Divide the class into seven groups. Assign each group one of the following types of transferring techniques. Have students research the proper procedure for transferring, practice the procedure, and demonstrate the procedure to the class.

- Help an individual with special needs stand and sit.
- Help an individual with special needs from a bed to a wheelchair.
- Help an individual with special needs transfer from a wheelchair to a bed.
- Help an individual with special needs transfer from a wheelchair to a bed unassisted.
- Help an individual with special needs transfer from a wheelchair to a car.
- Help an individual with special needs transfer from a car to a wheelchair.
- Transfer an individual with special needs into a bed using a lift sheet.

Discuss each procedure after the demonstrations. Rearrange the groups and have new members of the group practice the procedure for transferring individuals with special needs. If desired, follow the procedure described in VIII c: 5 for the group activity.

VIII e. Describe toilet training strategies.

Resources: Chapters 10, 17
Child Care and Guidance, Management, and Services Reference Book

Language Arts

VIII e: 1 Lead a class discussion emphasizing the importance of helping children have pleasant early toileting experiences. Discuss when toilet training usually begins, and what kinds of problems can occur when the child is not physically and emotionally ready. Point out that the caregiver's attitude toward toilet training is important and that calm encouragement is effective. KEY QUESTIONS: What role does the maturity of the sphincter muscles have in successful toilet training? Why is toilet training often stressful for the caregiver and the child? What problems can occur if toilet training is started before the child is physically ready? What are a caregiver's reasonable expectations about toileting accidents during the first months of toilet training? When should toileting be scheduled? What kind of clothes are suggested for the early months of toilet training? Arrange for students to interview a caregiver in a child care facility about toileting procedures. Have students use their interview and research information to write a report explaining the steps for caregivers to take in order for toilet training to be a success. Make students aware that they are employing language arts skills in documenting interview and research information. Also, remind students that summary report writing is required for documentation in many occupations.

COMPETENCIES

SCANS: Interpersonal
A. Participates as a member of a Team

SCANS: Thinking Skills
A. Creative Thinking
B. Decision Making
C. Problem Solving
D. Seeing Things in the Mind's Eye
E. Knowing How to Learn

TEACHING STRATEGIES

VIII e: 2 Lead a class discussion on the signs a caregiver should recognize as clues that a child needs to use the toilet. Discuss the caregiver's response to the clues. Have students write direct statements the caregiver can say to respond to the child's clues. For example, the caregiver may take the child by the hand and say, "I'll go with you to use the bathroom." Have students list guidance techniques a caregiver can use to encourage pleasant and successful toilet training. Arrange for students to use appropriate toilet training strategies to assist caregivers with young children's toilet training.

VIII e: 3 Divide the class into groups, and assign each group a different poster challenge. Have groups develop step-by-step toileting task analysis picture posters for children to "read" and for caregivers to use as references. The posters should teach pulling down clothes, using the toilet, using toilet tissue, discarding toilet tissue in the toilet, flushing, pulling up clothes, and washing and drying hands. Arrange for students to display the posters in the restroom at child care facilities.

VIII f. Provide assistance with activities of daily living. (ADL)

Resources: Chapter 31
Services for the Elderly Reference Book

VIII f: 1 Instruct students to fold a sheet of notebook paper in half. Have students label one side "Activities for Daily Living—Young Adults" and the other side "Activities for Daily Living—Elderly Adults." Have students brainstorm and list problems which each group has with eating, bathing, grooming, and dressing. List the problems in the column for each age group. KEY QUESTIONS: Which group has the longer list of problems? Which group has the more difficult type of problems to solve? Which group can usually solve their own problems? Which group is going to need help in solving their problems?

VIII f: 2 Divide the class into four groups. Assign each group one of the Activities of Daily Living (ADL) such as eating, bathing, grooming, and dressing. Using the list of problems discussed in VIII f: 1, plan activities which would help individuals with special needs overcome the problems listed. Have each group present the information to the class.

VIII f: 3 Have the class make extensions or "thick handle" modifications to toothbrushes, hairbrushes, combs, bathing equipment, eating equipment, and self-help aids for dressing individuals with special needs. Refer to Chapter 31, Grooming, in the *Services for the Elderly Reference Book*, and

COMPETENCIES

TEACHING STRATEGIES

Teaching Aid 110, *Bathing and Personal Equipment*, Teaching Aid 111, *Grooming Equipment*, and Teaching Aid 112, *Dressing Equipment*, to assist in this project. When the modifications are completed, present the equipment to a care facility in the community.

Math

SCANS: Basic Skills
C. Arithmetic/Mathematics

VIII f: 4 Divide the class into small groups. Have each group prepare a weekly food budget for an elderly couple. Their monthly income is $1,176.00, and $280.00 has been allocated for food.

- Determine the amount of money to be spent weekly on food items.
- Plan nutritious weekly menus for the couple.
- Using grocery advertisements, list the food items to be purchased, the cost of each item, and the total cost of the items purchased.
- Budget a dollar amount for meals eaten away from home.

Have groups present their reports to the class. Point out how mathematics concepts have been applied in computing the food budget. KEY QUESTION: How would the cultural background of a family affect their food selections? An enrichment activity for this lesson would be for students to plan a complete budget, including items such as rent and insurance, based on the couple's monthly income.

Language Arts

VIII f: 5 Invite an appropriately-credentialed person from a home health care agency to speak to the class. Ask the resource specialist to explain the problems individuals with special needs encounter with activities of daily living. Have the speaker explain strategies that are used to resolve the ADL problems of an individual with special needs. As a class, prepare questions in advance for the speaker. Have students practice language arts skills by writing a summary of the information given from the resource specialist .

VIII g. Provide assistance with instrumental activities of daily living. (IADL)

Resources: Chapters 2, 10, 11, 12, 18, 19
Services for the Elderly Reference Book

VIII g: 1 Introduce the meaning of ***instrumental activities of daily living (IADL)*** to the class by stating that it includes all areas of daily living except hygiene. Have students brainstorm and list activities considered IADLs. The list could include activities such as grocery shopping, food preparation, bill paying, bed making, housecleaning, correspondence, money management, and care of clothing. Lead a class discussion on why independence is valued by elderly people. KEY QUESTIONS: How can getting help to perform IADL help an elderly person's self-esteem?

COMPETENCIES

TEACHING STRATEGIES

Language Arts

VIII g: 2 Invite an elderly person (over eighty years old) who is living at home to talk with the students about problems with IADL activities. These activities could include money management, problems with fraud and scams, grocery shopping, bed making, housecleaning, and correspondence. KEY QUESTIONS: Do you do your own grocery shopping? If not, who does? What type of transportation do you use? Do you do your own shopping for gifts and clothing? What difficulties do you encounter when shopping for these items? How difficult is it for you to make your bed and clean your house? Do you have someone to help you with this? What difficulties do you experience in maintaining your yard and garden? What type of social activities do you enjoy? Do you go out to eat often? How often do you eat away from home? What do you do for entertainment? What types of television programs, books, or crafts do you enjoy? What problems do you encounter in caring for your clothing? Assign the students to write a biography describing this elderly individual. Make students aware that they have exercised language arts skills in writing the biography.

SCANS: Basic Skills
A. Reading
B. Writing
E. Speaking

VIII g: 3 Prepare a learning experience that will allow groups of students the opportunity to write, produce, and present instructional materials about

- the elderly in the marketplace,
- frauds, gyps, and deceptions related to the elderly,
- services available to the elderly,
- transportation and the elderly, and
- housekeeping responsibilities and the elderly.

Have each group present the finished product to the class. Refer to Chapter 2, Services and Legislation for the Elderly, Chapter 10, Transportation, Chapter 11, The Elderly in the Marketplace, Chapter 12, Frauds, Gyps, and Deceptions, Chapter 18, Hobbies, and Chapter 19, Educational Activities for the Elderly, in the *Services for the Elderly Reference Book*, to assist students in the learning project.

SCANS: Thinking Skills
A. Creative Thinking
B. Decision Making
C. Problem Solving
F. Reasoning/Critical Thinking

VIII g: 4 Divide the class into groups and present the following case study to the students. Mrs. Doe is eighty-two years old and has been complaining that she cannot get as much accomplished now as she could in the past. She lives alone and says her body is much older than her mind. She gets slightly depressed because she is short of breath. Have students plan a weekly schedule for Mrs. Doe, including the instrumental activities of daily living. Have the groups present the schedules orally to the class.

VIII g: 5 Arrange for students to visit a long-term care facility or a retirement home to help individuals with special needs with correspondence. Assign students to help individuals who have difficulty with writing tasks. Have students spend time becoming acquainted before assisting the individuals with letter writing. Have students complete at least one letter, if possible. Instruct students to write a short essay describing their experience with the individual with special needs.

VIII h. Describe methods to assist individuals with toileting and diapering.

Resources: Chapters 5, 7, 10, 17
Child Care and Guidance, Management, and Services Reference Book

Chapter 30
Services for the Elderly Reference Book

VIII h: 1 Lead a class discussion on the steps and the hygiene practices for caregivers to follow when changing diapers. Have students make a list of the hygiene steps to follow and a list of the steps to follow when changing a diaper. Describe the caregiver's attitude toward diapering and remind students that the caregiver should communicate only positive feelings about a child's natural body processes. Point out that the frequency and description of bowel movements should be recorded and shared with the parents on a daily basis. Allow students to diaper doll manikins using good hygiene practices and proper diapering steps.

VIII h: 2 Have students develop definitions of ***maturation*** and ***learning***. Lead a class discussion on the important relationship between maturation and learning. Summarize the steps to toilet readiness as follows: (1) the child must have control over sphincter muscles; (2) the child must recognize the need to go to the toilet; (3) the child must put these two skills together to get there on time. Usually a toddler will begin to show an interest in elimination *after the fact*, then *during*, and then the child learns to tell the caregiver *beforehand*. Sensitive caregivers will learn to recognize the clues that the child is ready for toilet training. Display a transparency of Teaching Aid 150, *Guiding a Child's Toileting Hygiene*, to assist with the class discussion. KEY QUESTIONS: What is the relationship between maturation and learning? How would trying to toilet train a child before the child is physically and psychologically mature affect a child's development? At approximately what age can many children be toilet trained? What are signs exhibited by a child that indicates he or she has the maturity needed for toilet training?

SCANS: Basic Skills
D. Listening

VIII h: 3 Invite a physician or geriatric nurse to speak to the class on the physical changes that occur with aging. Guide students in preparing questions prior to the speaker's arrival. Use Chapter 5, Physical Needs of the Elderly, in the *Services for the Elderly Reference Book*, to assist students in acquiring additional information. KEY QUESTIONS: What physical

COMPETENCIES	TEACHING STRATEGIES
	changes occur as a result of aging? What disabilities may develop in the later years? How might an elderly person adjust to these physical changes? Have each student write a one-page essay about the physical aspects of aging and what caregivers can do to help the elderly adjust to changes.
VIII. i. Describe methods to assist individuals with bathing. **Resources:** Chapter 30 *Services for the Elderly Reference Book* **SCANS:** Personal Qualities A. Responsibility B. Sociability	VIII i: 1 Invite an appropriately-credentialed person such as a licensed vocational nurse or a registered nurse to explain safety features and procedures for bathing an elderly individual. Display a transparency of Teaching Aid 109, *Bathtub Safety Equipment*, to review bathing equipment for the elderly. Lead a class discussion on safety equipment needed for bathing. Refer to Chapter 30, Bathing, in the *Services for the Elderly Reference Book*, to assist in the discussion. VIII i: 2 Divide the class into pairs. Provide a washcloth for each group. Demonstrate the procedure for preparing a bath mitt from a washcloth. Explain the advantages of using a bath mitt. KEY QUESTIONS: What is the procedure for washing the eyes, forehead, nose, cheeks, mouth, and chin? When should soap be used? Have the students practice preparing a bath mitt from the wash cloth. Have students use a dry bath mitt and follow the suggested procedure for washing their partner's face. Refer to Chapter 30, Bathing, *Services for the Elderly Reference Book*, for instructions in preparing the bath mitt. VIII i: 3 Invite an appropriately-credentialed person from the American Red Cross, a licensed vocational nurse, or a registered nurse to discuss and demonstrate procedures for bathing an infant, a child, and an adult. Divide the class into groups of two or three, and have groups design and prepare posters listing the suggested steps to use when bathing infants, children, and adults. Have students use manikins to demonstrate bathing skills.
VIII j. Describe methods to assist individuals with dressing. **Resources:** Chapters 7, 10 *Child Care and Guidance, Management, and Services Reference Book* Chapters 31, 32 *Services for the Elderly Reference Book*	VIII j: 1 Have students make a bright, attractive "Dress Me" book for a toddler or a preschool child from common materials that are inexpensive. The book might include putting on a shirt, buttoning a shirt, zipping a zipper, tying a bow, putting on socks and shoes, putting on pants, fastening a snap, fastening a belt, fastening hook and loop tape straps, and putting on gloves and caps. Arrange for the students to share their books with children in a child care facility. Have students demonstrate and teach the children dressing skills.

COMPETENCIES

TEACHING STRATEGIES

VIII j: 2 Arrange for students to assist caregivers in a child care facility. Have students lead a role playing strategy game called, "Please Show Me," with the children. The game begins with a question asked by the student caregiver. The child answers, "I can do it by myself." The child then gives a possible solution by demonstrating the skill to the caregiver. The "Please Show Me" game strategy is as follows:

- Caregiver: "How do you put on a shirt? Please show me."
- Child: "I can do it by myself." (The child then demonstrates the skill.)
- Caregiver: "How do you button a shirt? Please show me."
- Child: "I can do it by myself." (The child demonstrates the skill.)
- Caregiver: "How do you put on socks? Please show me."
- Child: "I can do it by myself." (The child demonstrates the skill.) Continue until several dressing skills are taught.

Lead a class discussion on how well the student caregivers functioned and on the usefulness of the game in teaching the children how to dress themselves.

SCANS: Thinking Skills
E. Knowing How to Learn

VIII j: 3 Divide the class into groups of two or three. From a catalog, have each student group select an outfit for either a two-, three-, four-, or five-year-old child which would facilitate self-dressing independence. Assign each group a different aged child, and have student groups select, mount, and make a poster using the catalog pictures. Have students identify the features of the outfit on the poster using the following criteria:

- simple style
- elastic waistbands
- large neck openings
- front openings
- hook and loop tape fasteners
- large buttons and buttonholes
- large zippers
- stretchy fabric
- attached belts
- marked shoes (right and left)
- easy to reach fasteners
- easy to reach pockets
- easy to recognize fronts

Have student groups present their posters to the class, identifying the self-help features of the selected garments. Lead a class discussion on how well the groups functioned

SCANS: Interpersonal
A. Participates as a Member of a Team
D. Exercises Leadership

SCANS: Personal Qualities
A. Responsibility
C. Sociability

COMPETENCIES

TEACHING STRATEGIES

and on the usefulness of the steps in planning. Arrange for students to assist caregivers in dressing young children.

VIII j: 4 Invite a resource speaker from a medical equipment store which handles special clothing for individuals with disabilities. Have the speaker bring samples of clothing which illustrate different self-help features such as styles and closures. Have the speaker discuss features related to the fit of the garment, the most desirable types of fabrics, and the technique of layering clothes for warmth. As a class, have students prepare questions for the speaker. Display a transparency of Teaching Aid 112, *Dressing Equipment*, to assist in the discussion if these self-help items are not available to show the students. Refer to Chapter 13, Clothing Needs, in the *Services for the Elderly Reference Book*, for additional resource information.

VIII j: 5 Invite an appropriately-credentialed person such as a licensed vocational nurse or a registered nurse to demonstrate the procedure for dressing and undressing an individual lying in bed and an individual in a sitting position. Divide the class into small groups. Have students practice dressing and undressing a doll manikin or a CPR doll lying in bed and in a sitting position. As students practice, have the other students in the group observe and evaluate the procedures.

VIII k. Assist individuals with eating.

Resources: Chapters 10, 17
Child Care and Guidance, Management, and Services Reference Book

Chapter 16
Services for the Elderly Reference Book

SCANS: Thinking Skills
B. Decision Making
C. Problem Solving
F. Reasoning/Critical Thinking

VIII k: 1 Lead a class discussion on mealtimes with young children. Discuss children's rapid and slower growth patterns, illnesses, and lifestyle changes that may affect their appetite and eating patterns. Point out that when meals are nutritionally-balanced, children usually eat a balanced diet over a period of several weeks. Explain that caregivers should avoid making an issue over a child's unusual food practices. Use Teaching Aid 151, *Mealtimes with Young Children*, to assist students in their investigation. Have the students read each situation, use critical thinking skills to identify the problem, and suggest steps to solve the problem. Have students share their responses with the class. Arrange for students to assist caregivers during mealtime at a child care facility.

VIII k: 2 Divide the class into small groups and have each group select a special food activity to implement with children in a child care facility. Have students list food preparation activities for children. Lead a class discussion on activities

COMPETENCIES	TEACHING STRATEGIES

that will encourage the children's growing independence, while still providing for their safety. Suggestions for everyday food preparation learning activities are as follows:

- Ask children to shut their eyes and hold out their hands. Place a carrot stick on one hand and a celery stick on the other hand. Ask the children to guess the food in their left hand and the food in their right hand. Let the children eat the snacks.
- Have the children help make peanut butter by grinding peanuts in a food processor. Ask the children to spread the peanut butter on crackers to eat for a snack.
- Have the children cut bread into interesting shapes using cookie cutters. Let the children spread the bread shapes with soft cheese.
- Ask the children to scrub the potatoes that will be used for lunch.
- Provide several vegetables and fruits, and ask the children to name them.
- Play a relay "over-under" game using an orange as the "ball." Have the children wash and dry their hands and help peel and section the oranges for a snack.
- Help the children cut-up several different fruits and make their own fruit-on-a-stick snacks.
- Take the children on a field trip to a pumpkin patch, and select a pumpkin for Halloween. Carve the pumpkin, and let the children help clean and roast the seeds for a snack.
- Make nutrition goals together like "drink milk every day," "eat fresh fruit," or "eat nutritious snacks." Make a chart with the goals listed and award positive stickers for every day the children reach their goals.
- Play rhyming games. For example, ask, "What fruit rhymes with bear?" Let the children help cut up a *pear* for a snack.
- Call attention to initial sounds. For example, ask, "How many foods can you think of that begin with the same sound as the 'c' in corn?" Let the children help make "ants on a log" for a snack using carrot sticks or celery, peanut butter, and raisins.

SCANS: Thinking Skills
A. Creative Thinking
E. Knowing How to Learn

Have student groups select the activity, make a lesson plan, gather the supplies, and role play the activity with their peers before implementing the plans with children in a child care facility.

VIII k: 3 Have students make "Good For You" food puppets. Supply magazines from which to cut foods or colored paper from which to cut out food shapes. Have students glue pictures of carrots, apples, fish, bread, milk, beans, etc. to small sacks.

COMPETENCIES

TEACHING STRATEGIES

SCANS: Thinking Skills
A. Creative Thinking
E. Knowing How to Learn
F. Reasoning/Critical Thinking

Provide a variety of breakfast and lunch menus planned for children, and have students use creative thinking skills to devise ways to use the puppets to encourage children to eat the foods. For example, let the child hold the puppet, produce a puppet show, or sing a song about good nutrition. Arrange for students to observe in a child care facility during mealtime and to record the caregiver's feeding techniques. Remind students that documenting records are required in many occupations, especially in care facilities. Lead a class discussion on effective feeding techniques to use while feeding infants, toddlers, and preschool children. Have students make a puppet for a child, and use the puppet as a teaching aid when feeding a child in a care facility.

Language Arts

VIII k: 4 Invite an appropriately-credentialed person from a long-term care facility to speak to the class on working with the elderly at mealtime. As a class, prepare questions in advance for the speaker. Have the students take notes and write a recommendation report telling others how to assist the elderly at mealtime. Emphasize that a knowledgeable caregiver must possess strong language arts skills.

SCANS: Resources
A. Time

SCANS: Interpersonal
A. Participates as a Member of a Team
D. Exercises Leadership

VIII k: 5 Divide the class into groups. Have each group plan, prepare, and demonstrate to the class the tasks involved in serving a meal such as:

- Preparing a bedridden individual for mealtime
- Preparing the meal tray for a bedridden individual
- Feeding an ill, bedridden individual
- Assisting an individual from the bed to a chair and preparation for mealtime.
- Assisting an ill individual who is sitting in a chair while eating
- Assisting a blind individual with mealtime activities
- Observing and recording the amount eaten

To make the demonstrations more interesting and enjoyable, simple foods such as soup or a convenience food could be used.

VIII l. Describe methods to assist individuals with oral and dental care.

Resources: Chapters 10, 16
Child Care and Guidance, Management, and Services Reference Book

VIII l: 1 Present an informative talk about dental care. Have students make a list of the step-by-step procedure for brushing teeth. The steps might include washing hands, removing toothpaste cover, putting toothpaste on the toothbrush, wetting the toothbrush, brushing the teeth, rinsing the toothbrush, drying hands, putting the toothbrush away, putting toothpaste cover on, and putting the toothpaste away. Have every student practice the step-by-step procedure using a picture

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COMPETENCIES

References: Chapter 5
Services for the Elderly Reference Book

Language Arts

SCANS: Information
A. Acquires and Evaluates Information

SCANS: Basic Skills
D. Listening

SCANS: Thinking Skills
E. Knowing How to Learn

TEACHING STRATEGIES

model of teeth. If possible, arrange for students to present this demonstration in a child care setting.

VIII 1: 2 Have students make personal dental care kits for children who are hospitalized. Have students write and illustrate a story about a child who brushes her or his teeth properly. Have students include the book and other toys in the kit. Arrange for students to give the dental care kits and read the dental care book to children who are hospitalized. Emphasize that language competence includes using writing skills in a variety of ways.

VIII 1: 3 Invite a dentist or a dental hygienist to share with the students about development, eruption, and proper care of the temporary and permanent teeth. Have students take notes during the presentation. KEY QUESTIONS: What are the steps to teaching young children about taking care of their mouth and teeth? How will proper oral and dental care affect the child's health? How will tooth eruption affect the child's eating? How does nutrition affect dental health? Have the students write a thank you letter to the speaker. Lead a class discussion on important guidelines for caregivers to use when assisting children with oral and dental care. Divide the class into groups and have groups make a lesson plan to teach five-year-old children proper oral and dental care. The lesson plan may include a song about dental care using the tune to "Row, Row, Row Your Boat." The words may be similar to "Brush, brush, brush your teeth, so they will be clean. Up and down, round and round, see how bright they gleam." Arrange for students to visit a kindergarten class and to teach children how to brush teeth.

VIII 1: 4 Lead a class discussion and review on proper oral hygiene. Refer to Chapter 31, Grooming, in the *Services for the Elderly Reference Book,* to assist in the discussion. KEY QUESTIONS: What effect does a clean oral have on an elderly individual? What determines how often oral care should be performed? How often is mouth care usually given in a care facility? What type of toothbrush should be used? How long should one brush the teeth? What are the functions of flossing the teeth? Why should a toothpaste with stannous fluoride be used? What is the cause of loss of teeth in individuals? What causes halitosis? What oral hygiene procedures should be used with a bedridden individual? What oral hygiene procedures should be used with an unconscious individual? What procedure should be used for helping the elderly care for dentures? Why should dentures be held over a cup or bowl of water when cleaning? Why should dentures be kept in a liquid when not in use?

COMPETENCIES	TEACHING STRATEGIES
Language Arts	VIII l: 5 Assign students to practice good oral hygiene on themselves for one week. Have students keep a diary of the daily procedures and write a paragraph describing the results and the improvements. Have students check with family members about special oral and dental problems of elderly members in the family. Make students aware that they are employing language arts skills in keeping their diary and evaluating results by writing. KEY QUESTIONS: What are the causes of the special dental problems? What treatment was needed to take care of the dental problems?
VIII m. Document information on daily routines. **Resources:** Chapter 10 *Child Care and Guidance, Management, and Services Reference Book* Chapter 22 *Services for the Elderly Reference Book*	VIII m: 1 Have students design a chart to record personal care information for an individual in a long-term care facility. KEY QUESTION: What daily personal care tasks should be included on the chart? Have students design a chart that is easy to read and that lists the personal care information in the order in which the individual will perform the tasks. VIII m: 2 Make arrangements for students to observe and record daily routines for individuals in a care facility. Have students use the personal care information charts that were prepared in VIII m: 1 and record an individual's daily routines for several days. Instruct students to report the results of the daily personal care documentation experience and to evaluate the effectiveness of the charts and recording methods. KEY QUESTIONS: What changes need to be made in the charts? How can documentation be made quickly and without disturbing or troubling the individual? Which recording method is the most efficient? Tell students that summary report writing and recording observations is required in many occupations, especially those that require individual conferences with parents and family members.

COMPETENCIES

TEACHING STRATEGIES

SUGGESTED ACTIVITIES FOR THE OCCUPATIONAL SETTING

Have students assist with the delivery of meals for the Meals On Wheels organization. Have students keep a log of the individuals visited and the special needs observed. Have students share their experiences with the class.

Arrange for students to interview a caregiving professional who helps individuals with daily personal care or a caregiving professional in a rehabilitation facility that helps individuals re-learn self-care. As a class, prepare questions to be used during the interviews. Have students write a follow-up report and share the information with the class.

COMPETENCIES

IX. Family and Community Support Systems

IX a. Describe the role of the caregiver as a member of the family assistance team.

Resources: Chapters 3, 27
Child Care and Guidance, Management, and Services Reference Book

Chapter 33
Services for the Elderly Reference Book.

SCANS: Thinking Skills
B. Decision Making
C. Problem Solving

TEACHING STRATEGIES

[illegible]

IX a: 1 Find out how many of the students' family members have been or are presently being cared for by a secondary caregiver. Lead a class discussion on the role of the caregiver as a member of the family assistance team. KEY QUESTIONS: What are the students' memories of a caregiver when they were children? What were the situational factors that led to the student needing a caregiver during the childhood years? Who cared for children when the student's grandparents and parents were young? Who cared for adult family members with special needs when grandparents were young? How have society's demands influenced the numbers of family member requiring secondary caregiver services? Who decides what caregiver services are needed? How are choices made about secondary caregivers? How does the caregiver assist families?

IX a: 2 Divide the class into groups of two or three and assign each group one of the following situations:

- A single working female is the parent of a four-year-old child.
- A high school male student is the parent of an infant.
- A single working female is responsible for an invalid father.
- Working parents have six-year-old twins.
- Working parents have a nine-month-old infant.
- A high school senior is the primary caregiver for a father who has an amputated leg.
- A working couple serve as the primary caregivers for their moderately active eighty-year-old parents who do not drive a vehicle.

Have each group decide what should be done about finding a secondary caregiver to assist the family. Use Teaching Aid 1, *Decision Making Work Sheet*, from the *Child Care and Guidance, Management, and Services Curriculum Guide*, to assist the students in developing goals, values, and situational factors that may affect decisions about the need for a secondary caregiver. Ask each group to choose the most appropriate secondary caregiver solution to assist the family in each situation. Have the student groups share their decisions with the class. Lead a class discussion summarizing the role of the caregiver as a member of the family assistance team.

COMPETENCIES

TEACHING STRATEGIES

SCANS: Thinking Skills
F. Reasoning/Critical Thinking

IX a: 3 Have the students define ***management***. Explain that management is the act of organizing activities to obtain results, and it requires the use of resources to meet work, personal, and family goals. A ***resource*** is a source of supply or support. Resources include skills, energy, time, knowledge, money, natural surroundings, social organizations, and political institutions as well as family and community support systems. Ask the students to brainstorm and list family and community support systems. Ask a student volunteer to write the support systems on a transparency as the students read them from their lists. Lead a class discussion on the changing American family and explain that less than 10 percent are traditional families—those with the father in the work force and a mother as a full-time homemaker. Point out that secondary caregivers are family and community resources that become members of the family assistance team. KEY QUESTIONS: How do families manage to use resources to meet work, personal, and family goals? What are families and communities doing to solve the need for secondary caregivers? Why are we concerned about caregivers for ourselves? for our families? for the community? for society? How does America's approach to caregivers differ from the approach in other countries? in different cultures?

IX b. ***List guidelines for communicating effectively with parents, family members, and/or guardians.***

Resources: Chapters 10, 27
Child Care and Guidance, Management, and Services Reference Book

Chapter 33
Services for the Elderly Reference Book

SCANS: Interpersonal
A. Participates as Member of a Team
C. Interprets and Communicates Information

IX b: 1 Lead a class discussion on communicating effectively with family members. KEY QUESTION: What differences exist between people that affect communication? Have the groups write a statement to define the word ***communication*** and list guidelines for effective communication. Next, have the groups design some way to portray or represent the meaning to the class. Groups may use role play, music, selections from literature, models, or art to portray the definition. Have the group members present their work to the class. Combine the work of all groups to create a class model of the definition. KEY QUESTIONS: What are the common elements in the group's definition? Have the students make large, attractive posters listing the guidelines for effective communication. Display the posters in the classroom.

IX b: 2 Lead a class discussion about one-way and two-way communication between families and caregivers. Explain the importance of communication in the family/caregiver relationship. One-way communication informs family members about the caregiver's plans. Two-way communication allows families and caregivers to communicate about their perceptions of the individual's progress, behavior, and

COMPETENCIES	TEACHING STRATEGIES
	development. KEY QUESTIONS: How does communication affect the family/caregiver relationship? What important information can family members and caregivers gain through effective communication? What are guidelines for communicating effectively with parents, family members, and/or guardians?
Social Studies **SCANS:** Interpersonal F. Works with Diversity	IX b: 3 Use information from Unit 1, Module C, Understanding Cultural Differences, located in *Skills for Life*, to assist you with a class discussion of the history, customs, and cultural traditions of a variety of ethnic groups. Have the students develop a list of questions for interviewing persons from different ethnic backgrounds in order to broaden their understanding of cultural differences in the areas of language, values, music, apparel, types of families (extended, nuclear, single parent, blended), child rearing practices, communication practices, food selections, and lifestyles. Have the students share their interview experiences with the class. Encourage the students to attend individual and group activities to enhance their understanding of cultural differences. Activities may include visiting churches, attending community celebrations and sporting events, or attending family ceremonies. Remind students that the study of cultural characteristics is a social studies skill in the area of anthropology. KEY QUESTION: How can learning about multicultural backgrounds promote effective communication between family members and the caregiver?
	IX b: 4 Display a transparency of Teaching Aid 32, *Single Parents*, from the *Child Care and Guidance, Management, and Services Curriculum Guide*, to assist with a class discussion on the unique problems facing each type of permanent and temporary one-parent families. Divide the class into small groups and have the student groups write a recommendation letter to a secondary caregiver suggesting guidelines for communicating effectively with adult family leaders. KEY QUESTIONS: What do the various permanent and temporary one-parent families have in common? How does living in a single-parent family affect children? How can caregivers support single parents? How can learning about different types of families help strengthen communication between caregivers and the family?
Language Arts	IX b: 5 Arrange for a representative from Children's Protective Services or Adult Protective Services to discuss family violence with the students. Provide an opportunity for the students to research family violence as a social issue. Have the students write an informative report using several cur-

COMPETENCIES	TEACHING STRATEGIES
SCANS: Thinking Skills F. Reasoning/Critical Thinking	rent resources. Provide an opportunity for the students to present the research reports orally to the class. Lead a class discussion on guidelines for communicating effectively with families in which there is a potential for violence. KEY QUESTIONS: Why does family violence occur more frequently today than in the past? How does understanding family violence and abuse affect the communication between the family and the caregiver? What are guidelines to effective communication when violence is a potential issue?
IX c. ***Demonstrate communication skills that foster effective caregiver/family relationships.*** **Resources:** Chapter 27 *Child Care and Guidance, Management, and Services Reference Book* Chapter 33 *Services for the Elderly Reference Book* *Language Arts* **SCANS:** Basic Skills B. Writing	IX c: 1 Lead a class discussion on how to write effective newsletters. Explain the guidelines for writing articles for a newsletter. Divide the class into heterogeneous groups of four to prepare a newsletter that provides information on selected events in a child care or adult care center. Each group will prepare a newsletter that reports on the following: • Social events • Educational workshops • Recognition of special persons • Services offered • Reader letters • Health update • Family life • New products • Family resources Each student must write one major article of the newsletter. Have the students proofread and edit the work of the other group members. Provide directions regarding the length of the newsletter and the format of the articles. Set time limits, monitor, and facilitate the working relationships within the groups. Have the student groups present their newsletters for peer evaluation. Point out to the students that language competence includes sharing oral and written products in a variety of ways. KEY QUESTION: How does the newsletter improve communication between the caregiver and the family? IX c: 2 Divide the class into teams to visit child and adult care facilities. Arrange for students to interview the director about strengths and weaknesses of their current caregiver/family communication system. Have each team develop a new form of communication, or improve the current form, for the care facility. Provide the opportunity for teams to report the results to the class. KEY QUESTION: How would the new form of communication improve caregiver/family relationships?

COMPETENCIES

TEACHING STRATEGIES

SCANS: Resources
C. Material and Facilities

IX c: 3 Have the students work together to compile an idea file of ways to involve family members in the activities of the child care or adult care center. For example, family members could talk about their jobs, assist in refurbishing projects, help with parties or excursions, help with policy decisions, work as member of an advisory council, provide transportation to appointments, or assist in producing the center's newsletter or handbook. Arrange with the director of a care center for students to develop a communication bulletin board on family involvement.

IX c: 4 Use Teaching Aid 137, *Guidelines for Smooth Parent/Center Relations,* from the *Child Care and Guidance, Management, and Services Curriculum Guide,* to assist the students in their investigation of effective caregiver/family communications guidelines. Read through the worksheet and discuss each guideline with the students. Have the students select three guidelines for effective communication and give the reason for the choices. KEY QUESTIONS: What attitudes or values about parents are communicated in the guidelines? How does making the parents feel welcome help them communicate more effectively with caregivers? How can a program director let parents know that their suggestions and comments are appreciated? Arrange with a child care or adult care center for students to assist with greeting family members, providing refreshments, publishing and mailing newsletters, preparing bulletin boards, setting up suggestion boxes, or helping with fund raising.

Language Arts

IX c: 5 Use information in Section 2C, Effective Communication Skills, found in the *Essentials for Success: Based on the Common Essential Elements,* to assist with a class discussion on written communication skills. Discuss guidelines for writing letters, envelopes, reports, and memorandums. Divide the class into groups of five members. Assign each group five communication skills to research and practice. Each group will prepare a portfolio containing the following written communications:

- Business letter and envelope using the block form
- Business letter and envelope using modified block form
- Formal business report
- Informal business report
- Business memorandum

Assign each student in the group one written communication skill. Have the students edit the work of the other group members. Have the students define the purpose of the

COMPETENCIES	**TEACHING STRATEGIES**
	communication, consider the intended reader, and generate ideas to include in the written communication. Provide the students with the needed resources. Monitor and facilitate the working relationships within each group. Provide the opportunity for all students to read and critique the written communications in every portfolio. KEY QUESTION: How would effective written communications improve the relationships between the caregiver and the family?
IX d. Explain the relationship between the Department of Human Services and dependent care facilities. **Resources:** Chapter 2 *Services for the Elderly Reference Book* **SCANS:** Systems A. Understands Systems	IX d: 1 Invite a representative from the Department of Human Services to discuss the services provided by the agency for dependent care facilities. Assign the students to take notes and to write a summary report explaining the relationship between the Department of Human Services and dependent care facilities. KEY QUESTIONS: How is the agency structured? What are the philosophy, goals, and objectives of the agency? How does the Department of Human Services work with other agencies to meet the needs of dependent individuals?
IX e. Identify agencies and organizations which provide assistance to children, elders, dependent adults, and their families. **Resources:** Chapter 26 *Child Care and Guidance, Management, and Services Reference Book* Chapter 2 *Services for the Elderly Reference Book*	IX e: 1 Have the students brainstorm and list resources available in the community which provide services to children, elders, dependent adults, and their families. Have the students use the telephone directory to prepare a card file of community services, organizations, and agencies which administer to the needs of families. Have the students list the name of the agency at the top of each card. Additional information such as address, phone number, services provided, contact person, intake procedure, required documents, fee structure, hours of operation, population served, and support services can be added to the card. Assign students to research the agencies and organizations and report their findings to the entire class. IX e: 2 Display journals, directories, and other publications from various organizations associated with children, elders, dependent adults, and their families. Provide time for the students to examine the publications. KEY QUESTIONS: How can caregivers stay abreast of new developments? How can the organizations help families? How can networking with others in the same profession benefit caregivers? Arrange for representatives from the organizations which provide assistance to families to discuss the services offered, targeted age group, cost, and population served.

COMPETENCIES

Language Arts

SCANS: Information
A. Acquires and Evaluates Information

SCANS: Basic Skills
A. Reading
E. Speaking

TEACHING STRATEGIES

Have the students write business thank you letters to the guest resource persons.

IX e: 3 Lead a class discussion on the benefits of professional organizations. Identify several benefits including continuing education opportunities, networking possibilities, development of professional skills, advocacy, improved working conditions, publications research, and alternative career possibilities. Have the students select and research one of the local, state, and national professional organizations associated with children, dependent adults, elders, and their families. Students should find out about the organization's purpose, philosophy, membership requirements, fees, publications, and meetings. Have students prepare informative written reports describing the organizations. Provide the opportunity for students to present the research reports orally to the entire class. Remind students that knowing how and where to locate information when it is needed is a powerful decision-making tool, especially in a society where information constantly expands and changes. KEY QUESTION: How does a professional organization help caregivers assist children, elders, dependent adults, and their families?

IX e: 4 Have the students collect bulletins, brochures, pamphlets, and other information about local, state, and national agencies and organizations which provide assistance to children, elders, dependent adults, and their families. Divide the class into teams of three or four to prepare message boards that provide information on selected agencies and organizations providing help to families. The message boards may be posted in the classroom and in child and adult care centers.

IX e: 5 Display a transparency of Teaching Aid 152, *Human Services,* to assist with a class discussion identifying agencies and organizations which provide assistance to children, elders, dependent adults, and their families. If human services are not located in your community, contact your county extension office or county welfare office for information. Instruct the students to write reports on one of the human services provided in the community, state, or nation. Use Teaching Aid 131, *The Composing Process,* and Teaching Aid 153, *Writing Checklist,* to assist the students in writing their reports. Have students evaluate and share their reports with class members.

COMPETENCIES	TEACHING STRATEGIES
	SUGGESTED ACTIVITY FOR THE OCCUPATIONAL SETTING Arrange for students to interview a staff member of the Department of Human Services. As a class, prepare questions to be asked during the interview about the different ways staff members work with individuals and families. Have students write a follow-up report.

Appendices

Codes of Ethics

Hippocratic Oath

"I swear by Apollo the physician, and Aescalapius, and Hygeia, and Panacea, and all the gods and goddesses, that according to my ability and judgment, I will keep this oath and its stipulation—to reckon him who taught me this art equally dear to me as my parents, to share the same footing as my own brothers, and to teach them this art if they shall wish to learn it, without fee or stipulation, and that by precept, lecture, and every other mode of instruction, I will impart a knowledge of the art to my own sons, and those of my teachers, and to disciples bound by a stipulation and oath according to the law of medicine, but to none other.

I will follow that system of regimen which, according to my ability and judgment, I consider for the benefit of my patients, and abstain from whatever is deleterious and mischievous. I will give no deadly medicine to anyone if asked, nor suggest any such counsel; and in like manner I will not give to a woman a pessary to produce abortion. With purity and with holiness I will pass my life and practice my art. I will not cut persons laboring under the stone, but will leave this to be done by men who are practitioners of this work. Into whatever houses I enter, I will go into them for the benefit of the sick, and I will abstain from every voluntary act of mischief and corruption; and, further, from the seduction of females or males, of freemen and slaves. Whatever, in connection with my professional practice, or not in connection with it, I see or hear, in the life of men, which ought not to be spoken of abroad, I will not divulge, as reckoning that all such should be kept a secret.

While I continue to keep this Oath unviolated, may it be granted to me to enjoy life and the practice of this art, respected by all men, in all times. But should I trespass and violate this Oath, may the reverse be my lot."

Declaration of Geneva

"At the time of being admitted as Member of the Medical Profession I solemnly pledge myself to consecrate my life to the service of humanity. I will give to my teachers the respect and gratitude which is their due; I will practice my profession with conscience and dignity; the health of my patient will be my first consideration; I will respect the secrets which are confided in me; I will maintain by all the means in my power, the honor and the noble traditions of the medical profession; my colleagues will be my brothers; I will not permit considerations of religion, nationality, race, party politics, or social standing to intervene between my duty and my patient; I will maintain the utmost respect for human life, from the time of conception; even under threat, I will not use my medical knowledge contrary to the laws of humanity. I make these promises solemnly, freely, and upon my honor."

AHEA Statement of Principles of Professional Practice

Preamble

The mission of the American Home Economics Association (AHEA) is to effect the optimal well-being of families and individuals by:

- empowering members to act on continuing and emerging concerns;
- focusing the expertise of members for action on critical issues;
- assuming leadership among organizations with mutual purposes.

These Principles of Professional Practice guide American Home Economics Association members in all categories; Certified Home Economists; applicants for membership in the Association; and applicants for the certified Home Economist credential. The Principles also provide members of the Association with guidelines and with descriptions of the actions required for ethical professional practice.

Professional Competence

AHEA members base their competence on educational degrees earned from regionally accredited institutions and from training, experience, and certification programs recognized by AHEA.

1. AHEA members seek continuing education reflecting new expectations, procedures, and values.

2. AHEA members assure accurate presentation of their work by organizations with whom they are affiliated.

3. AHEA members identify themselves as Certified Home Economists in cases in which this designation is consistent with the procedures and guidelines of the AHEA Council for Certification. They may use the CHE acronym in this identification and designation.

4. AHEA members claim competence only in an area or areas for which they have education, training, and experience.

5. AHEA members accurately present competencies of students, supervisors, colleagues, and others with whom they work.

6. AHEA members practice within the law and within the recognized boundaries of their education, training, and experience.

7. AHEA members verify the credentials of their employees and supervisees.

8. AHEA members refrain from professional practice when impairment due to mental or physical causes, including chemical and alcohol abuse, affects professional competence. Members seek appropriate professional help for such impairments.

Respect for Diversity

AHEA members respect differences in the abilities and needs of the people with whom they work.

1. AHEA members recognize that differences exist among individuals and families and do not discriminate against or patronize others.

2. AHEA members obtain education, training, and experience to provide competent services to persons of diverse backgrounds or persuasions.

3. AHEA members conduct research relating to the uniqueness of individuals and families.

4. AHEA members utilize and present subject matter in such a way as to recognize and develop appreciation of diversity.

Scholarship and Research

AHEA members conduct, utilize, and report research using recognized research procedures and facilitate professional standards for the respective research foci.

1. AHEA members secure review and approval for research designs by knowledgeable professionals consistent with standards used by institutional review boards.
2. AHEA members, as part of research efforts, secure review of research designs by knowledgeable professionals not directly involved in the investigation.
3. AHEA members secure the informed consent of research participants based on disclosure of the research design and potentially harmful effects of participation. Investigators are especially sensitive to consent amount at-risk and protected populations.
4. AHEA members honor individuals' choice to decline participation or withdraw at any time from research studies.
5. AHEA members acknowledge through publication credit and other avenues the efforts and contributions of others to research activities.
6. AHEA members are obliged to take steps to ensure that their research findings are accurately and clearly understood by consumers.

Confidentiality

AHEA members maintain and guard the confidentiality of persons with whom they have professional relationships.

Conflict of Interest

AHEA members avoid conflicting roles and take active steps to prevent and avoid exploitation of the individuals with whom they work.

1. AHEA members assume responsibility for fair treatment of consumers, other professionals, and individuals and/or families.
2. AHEA members make financial arrangements with clients, third-party payers, and supervisees that conform to commonly accepted professional practices and that are easily understood by all populations served.
3. AHEA members report truthfully all professional services rendered.

Responsibility to the Profession

AHEA members support the objectives of the American Home Economics Association and contribute to Association roles and development through active, informed participation.

1. AHEA members advance public awareness and understanding of the Association and its mission.
2. AHEA members respect the rights and responsibilities of peers.
3. AHEA members devote time and energy to public policy issues and to the public good.
4. AHEA members speak on behalf of the Association in ways consistent with the directives and policies of the Association Board of Directors.
5. AHEA members utilize the American Home Economics Association logo only in ways approved by the Association Board of Directors.

NAEYC Code of Ethical Conduct and Statement of Commitment

To obtain a copy of the *NAEYC Code of Ethical Conduct and Statement of Commitment*, contact the National Association for the Education of Young Children, 1834 Connecticut Avenue, NW, Washington, DC 20009-5786.

GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**

2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.

3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.

4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.

5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.

6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.

7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.

8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.

9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

Adapted from: Parks, Sandra and Black, Howard. *Organizing Thinking: Graphic Organizers.* Pacific Grove, CA: Critical Thinking Press and Software, 1990.

Instructor's Resource Guide for Teaching Nutrition Education

The main goal of nutrition education is to provide students with the knowledge and skills needed to make wise food choices throughout their lifetimes. In order to accomplish this, nutrition education must include the cognitive, affective, and psychomotor domains of learning. Positive change in dietary habits and in the ability to make wise food choices can be accomplished when students are given opportunities that enable them to:

- Recall and relate basic nutrition information. (Cognitive)
- Choose to adopt this information to their own personal value system. (Affective)
- Develop and practice skills that are needed to accomplish nutrition education goals. (Psychomotor)

BASIC NUTRITION PRINCIPLES

Nutrition is the foundation for good health and results in the effect of food on the body. The statement, "You are what you eat," is certainly true from the standpoint of nutrition and good health. The study of nutrition is a science that involves the relationship of growth, development, and overall health to the intake of nutrients. People need to have basic knowledge of nutrition so they can separate fact from fallacy in health and nutrition claims.

Implications of Food: Physiological, Psychological, Social

The past decade has seen Americans take a sincere interest and dedication to improved individual health and wellness. Consumers are concerned with the latest scientific findings on health issues and nutrition-related topics.

Physiological Implications.

Improved nutritional knowledge and a better understanding of the relationship of nutrition to health and prevention of disease has had a significant impact on the increased human life span in the past 100 years. One hundred years ago, the average human life span was 40 years. Today, the average American has a life expectancy of 75 years.

Food is the way in which the body obtains nourishment. The nutrients that the body gets from food not only enable the body to work, but also supply it with building blocks for growth and development of bones and tissue, supply energy for work and play, and provide other nutrients that enable the body to perform all of its important functions.

Besides the nutritional importance of eating, there are other physiological factors involved. The four senses that influence the appetite and the satisfaction gained from eating are sight, smell, taste and touch. These factors are directly related to the feelings of hunger and satiety that occur before and after eating.

Psychological Implications.

Along with the body's demanding need for nourishment, food has other roles as well. For most people, food has an emotional value that is influenced by intrinsic and extrinsic factors.

In infancy, food fulfills the need for affection, comfort, and security. For all humans, food fulfills the need for security and relieves the tensions and anxieties brought on by hunger. Many people use food in an attempt to satisfy their feelings of anxiety, boredom, or loneliness. All of these factors are intrinsic factors that occur in response to emotions. There are also many extrinsic, or external, factors that psychologically influence food habits. Advertising, movie theaters, spectator sports, and television programming send signals to people to eat. Thus, certain food habits are established as a result of these influences. People are also influenced by the food choices made by family and friends. Food is often used to boost self-esteem in the presence of others, or as a means to feel included with a certain group.

Social Implications.

Foods, as well as eating patterns, have many social implications. Not only do people associate food and mealtime with social gatherings of family and friends, but they also associate certain foods, occasions, locations, and people with eating. Many people have childhood recollections of going to a family member's home, such as grandparent's, for a special meal. Likewise, other people associate food with times of celebration and crisis. In cultures all over the world, people prepare and serve food as part of most social gatherings.

It is important that nutrition educators consider all of these factors when helping children and adolescents acquire good dietary habits that will carry over into their adult lives.

The Nutrients

Nutrients are life-sustaining chemical substances that nourish and promote the growth of the human body. No one food contains all of the nutrients necessary for the body to function effectively; therefore, a balanced diet that incorporates appropriate amounts of the six essential nutrients, as well as recommended servings from the food groups, is necessary. Individuals should choose foods of high nutrient density rather than foods with empty calories. Foods that are nutrient dense are foods that are excellent sources of essential nutrients with few, if any, empty calories. ***Empty calorie foods*** refer to foods that provide calories or energy but little or no nutritive value. The six essential nutrients are:

- protein
- carbohydrates
- vitamins
- minerals
- fats
- water

The ***RDA*** is the Recommended Dietary Allowances for Americans. The RDA serves as a guideline for determining the amounts of nutrients a specific person needs each day. It gives the specific recommended daily nutrient needs for a person according to age and gender. The RDA is established by the National Food and Nutrition Board of the National Academy of Sciences. The ***U.S. RDA*** are the Recommended Daily Allowances developed by the Food and Drug Administration for use on food labels. The U.S. RDA is a standard that everyone can use to approximate daily nutrient needs.

Protein.

Protein is the main component of every cell in the human body. Without protein, the human body would not be able to survive. Protein performs three very important functions. The body uses protein for:

- Growth and repair of new and damaged tissues.
- Regulating all body functions, and transporting other nutrients and oxygen throughout the body.
- Supplying energy when adequate amounts are not supplied by carbohydrates and fats.

Protein is comprised of compounds called amino acids. Amino acids are often referred to as the building blocks of protein. There are 22 different amino acids. Thirteen of these amino acids are manufactured in the body, and the remaining nine amino acids must be supplied by the diet. These nine amino acids are often referred to as essential amino acids because it is essential that they be furnished by the diet. The body cannot function without these nine essential amino acids. People in less developed countries suffer from many diet-related diseases and other health problems because of the shortage of protein foods.

Protein foods that supply all nine of the essential amino acids are called ***complete proteins***. Foods that supply only some of the nine essential amino acids are called ***incomplete proteins***. Two incomplete protein foods can be eaten together to form a complete protein source. Most generally, animal proteins are complete protein sources and plant proteins are incomplete protein sources. However, animal proteins also provide more fat and calories than plant proteins. It is a wise dietary practice to consume combinations of plant proteins to fulfill some of the body's need for complete proteins. Some examples of combining incomplete proteins to form complete proteins are:

- Legumes (dried beans, lentils, split peas) and rice
- Pinto beans and corn tortillas
- Peanut butter sandwich (Peanuts are a legume.)

Another way to form complete proteins is to combine a small amount of animal protein with an incomplete protein source. Some examples include:

- Bean soup with small amounts of chopped ham
- Macaroni and cheese
- Cereal and low-fat or skim milk
- Baked potato with cottage cheese
- Spaghetti with tomato sauce and a small amount of meat

The average American adult eats twice as much protein as is needed. It is recommended that 10-15% of calories come from protein for most children and adults. Protein needs increase during times of growth, such as childhood, adolescence, pregnancy, and lactation. People should consult the Recommended Dietary Allowances (RDA) for gender and age group guidelines for protein requirements.

Carbohydrates.

Carbohydrates are nutrients that supply energy for body functions. The other energy sources are proteins and fats. Fifty to fifty-five percent of calories should come from complex carbohydrates. Carbohydrates are broken down in the body into sugars, starches, and fiber. The sugars are known as simple carbohydrates, and the starches and fibers are known as complex carbohydrates. Carbohydrates perform three important functions in the body. The body uses carbohydrates to:

- supply energy
- supply fiber
- aid in the digestion of fats

- ***Monosaccharides*** are the simplest form of carbohydrates. The monosaccharides are glucose, galactose, and fructose. Sugars and starches are broken down in the body into the simple sugar glucose. ***Glucose*** is the major sugar found in the bloodstream and supplies energy for the body. Some body tissues, such as red blood cells and parts of the brain, are able to get energy only from glucose. ***Fructose*** is found in honey and fruits and is known as the sweetest of the sugars. ***Galactose*** is not found in nature, but is one of the two monosaccharides available after the breakdown of lactose (milk sugar).

- ***Disaccharides*** are formed when two glucose molecules are joined together. They are broken down into monosaccharides during digestion. The disaccharides are sucrose, maltose, and lactose. ***Sucrose*** is found in white refined table sugar, brown sugar, confectioner's sugar, cane sugar, beet sugar, molasses, and maple syrup. ***Maltose*** is malt sugar which is found in sprouting cereal grains. ***Lactose*** is milk sugar and is found only in milk.

- ***Polysaccharides*** are the complex carbohydrates. They include starch, cellulose, and glycogen. ***Starch*** is the most abundant polysaccharide. Starch can be found in roots, legumes, grains, and vegetables, but must be broken down into glucose by the body before it can be utilized. ***Cellulose*** is the fibrous material found in plants and is commonly referred to as fiber or roughage. Cellulose cannot be digested by humans. Sources of cellulose include vegetables, fruits, and whole grain cereals. Glycogen, also known as animal starch, is the storage form of carbohydrates found in the liver and muscles. Glycogen in the liver is easily broken down into blood glucose, and muscle glycogen supplies glucose for muscle use. This is especially important during periods of intense exercise.

Vitamins.

Vitamins are organic compounds necessary for normal growth, maintenance of health, and reproduction. Vitamins help the body convert carbohydrates and fat into energy and assist in the formation of bones and tissues. Vitamins are essential for maintaining good health as the body cannot survive without them.

Vitamins are either fat soluble or water soluble. ***Fat-soluble vitamins*** cannot be dissolved in water, so they are stored in body fat until they are transported to the cells by the blood. ***Water-soluble vitamins*** are easily dissolved by water and therefore are not stored in the body. Water-soluble vitamins must be replenished daily.

Vitamins A, D, E, and K are the fat-soluble vitamins. The functions and sources of each of the fat-soluble vitamins include the following :

- ***Vitamin A*** (retinol) is responsible for night and color vision, growth of bones and teeth, and production of healthy skin. Sources of vitamin A include dark green and dark yellow vegetables, fruits, egg yolks, whole milk, liver, butter, and fish oils.

- ***Vitamin D*** (calciferol) is important for the normal growth and development of bones and teeth , and it aids in the absorption and utilization of calcium and phosphorus. Sources include egg yolks, liver, fish liver oils, and fortified milk. The primary source of vitamin D is the sun. However, excessive exposure to the sun puts a person at risk for certain types of skin cancer.

- ***Vitamin E*** (alpha tocopherol) protects cells from oxidation. ***Oxidation*** is a chemical change that occurs as a result of exposure to oxygen. When blood cells or tissue cells are exposed to oxygen, the resulting chemical change known as oxidation causes a weakening of the cells walls and thus damages the tissues. Vitamin E is most effective in protecting the red blood cells in the lungs and the cells in the lung tissue because of their continuous exposure to oxygen. Oxidation also occurs when foods are exposed to oxygen and results in a loss of vitamins, as well as food spoilage. Sources of vitamin E include vegetable oils, wheat germ, whole-grain bread and cereal products, liver, fish liver oils, and green leafy vegetables.

- ***Vitamin K*** (phylloquinone and menaquinone) is necessary for blood clotting. Sources include green leafy vegetables, broccoli, peas, liver, cheese, and eggs.

The water-soluble vitamins include the eight B vitamins and vitamin C. The functions of each of the water-soluble vitamins and sources of each include:

- ***Thiamin*** (vitamin B_1) helps break down carbohydrates in the body and helps the body release energy from food. It is necessary for cell respiration, promotion of normal appetite and digestion, and maintenance of a healthy nervous system. Sources include enriched whole-grain products, liver, peas, and pork. Thiamin is heat sensitive and is easily leached into the cooking liquid. Proper food storage and preparation practices are essential to maintain the thiamin level in foods.

- ***Riboflavin*** (vitamin B_2) is necessary for the body to break down carbohydrates and keep the skin, tongue, and lips in normal condition. Sources include cheese, eggs, enriched breads, leafy green vegetables, lean meats, and legumes. Riboflavin is easily destroyed by exposure to light, especially sunlight. It is important to store these foods either in a pantry or in the refrigerator to prevent nutrient loss.

- ***Niacin*** (vitamin B_3) is vital to the nervous system. It helps cells convert food to energy and is beneficial for the mouth, skin, and tongue. It helps the digestive tract to function properly. Sources include liver, lean meats, whole grains, nuts, and legumes. Currently, there is research into the effects of niacin in lowering blood cholesterol. However, due to the toxic side effects of high doses of niacin, self-prescribed niacin supplements are not recommended.

- ***Folate*** (also called folacin or folic acid) is necessary for the body to produce normal red blood cells and for the biochemical reactions of cells in the production of energy. Sources include wheat germ, wheat bran, yeast, leafy green vegetables, liver, and legumes.

- ***Biotin*** is essential in the breakdown of carbohydrates, lipids, and proteins in the body. Sources include liver, kidneys, egg yolk, vegetables, and fruits (especially bananas, grapefruit, watermelon, and strawberries.)

- ***Pantothenic Acid*** aids in the metabolism of fat and the formation of cholesterol and hormones. Sources include all plant and animal tissues with the best sources being liverwurst, meats, poultry, egg yolk, wheat germ and rice germ, tomato paste, sweet potatoes, oatmeal, and milk.

- ***Pyridoxine*** (vitamin B_6) is needed to help nervous tissues function normally, to maintain the health of the skin and red blood cells, and to participate in the metabolism of proteins, carbohydrates, and fats. Sources include liver, lean meats, cereals, vegetables, and milk.

- ***Cyanocobalamin*** (vitamin $_{B12)}$ is necessary in the development of normal growth, normal functioning of all body cells, metabolism of folate, and protection against pernicious anemia. Pernicious anemia primarily results from the body's inability to absorb vitamin B_{12}. However, it can result from a deficiency of vitamin B_{12} in the diet. Vitamin B_{12} is found only in animal protein. Liver, clams, oysters, muscle meats, eggs, chicken, and milk are the best sources.

- ***Ascorbic Acid*** (vitamin C) aids in the formation of hemoglobin, helps fight infection, aids in healing of wounds, aids in the formation and maintenance of collagen, and aids in the absorption of iron and calcium. Sources include citrus fruits, cantaloupe, strawberries, dark leafy green vegetables, broccoli, cabbage, and green peppers.

Research continues into the role vitamins and minerals play in preventing chronic disease and in maintaining health and wellness. The ***Recommended Dietary Allowances (RDA)***, developed by the National Academy of Sciences, serves as a guideline for determining the amounts of nutrients a specific person needs each day.

Minerals.

Minerals are necessary for building bones, tissues, and other compounds, as well as for regulating body processes. Minerals found in large amounts in the body are called ***macrominerals***. Macrominerals include calcium, phosphorus, magnesium, sodium, potassium, and chloride. Minerals found in small amounts in the body are called trace elements or ***microminerals***. Trace elements are iron, iodine, zinc, and fluorine. Figure 1 lists macrominerals, their primary functions, and sources. Figure 2 lists primary functions and sources of microminerals.

MACROMINERALS

Macrominerals	*Functions*	*Sources*
Calcium	• Needed for bone rigidity, blood clotting, muscle contraction, normal nerve functions • Just because an individual eats food containing calcium does not mean that the body absorbs the calcium. Factors that increase calcium absorption include: - an overall balanced diet - intake of vitamins D and C - intake of certain amino acids • Factors that decrease calcium absorption include: - a vitamin D deficiency - fat malabsorption - eating large amounts of fiber - lack of exercise - stress - lactose deficiency or lactose intolerance	Milk and milk products, soft-boned fish, calcium-fortified orange juice, leafy green vegetables, and broccoli.
Phosphorus	• Helps build strong bones and teeth, and is a significant factor in all phases of calcium metabolism	Meat, poultry, liver, fish, eggs, milk, other dairy products, raw oranges, cherries, peaches, rice, potatoes, and wheat flour. Eating foods high in calcium will provide adequate phosphorus.
Magnesium	• Helps regulate - body temperature - muscle contractions - the nervous system • Helps cells utilize - carbohydrates - fats - proteins	Green leafy vegetables; nuts, including Brazil, almonds, and cashews; muscle meats; salmon; cheddar cheese; beef liver; milk; and eggs. Vitamin D increases the body's absorption of magnesium.
Sodium, chloride, potassium	• These three work together to: - regulate the flow of fluids in the body - help regulate the nervous system - help regulate the muscle functions,including heart - help regulate nutrient absorption in the cells	Sources for sodium and chloride are found in table salt, while potassium can be found in meats, milk, bananas, leafy green vegetables, and citrus fruits.

Figure 1

MICROMINERALS

Microminerals	*Functions*	*Sources*
Iron	• Found primarily in the blood, where it combines with protein to form hemoglobin (oxygen-carrying protein in the blood.)	Liver and other organ meats, egg yolks, dried legumes, shellfish, leafy green vegetables, and enriched breads. It is estimated that only 10 to 15 percent of the iron in foods is actually absorbed.
Zinc	• Zinc is needed for the lungs to release oxygen.	Oysters, herring, egg yolks, and organ meats.
Copper	• Copper is necessary in the formation of hemoglobin.	Liver, bran flakes, and cocoa powder.
Manganese	• The role of manganesel is not well-understood.	Nuts, rice, whole grains, beans, and leafy green vegetables.
Selenium	• Selenium works in conjunction with vitamin E to protect cells from destruction. It has been suggested that selenium may have a role in the prevention of cancer.	Fish, organ meats, shellfish, and eggs. Grains and other plants, grown in selenium-rich soil are also good sources.
Chromium	• Chromium maintains the normal glucose uptake into cells and helps insulin bind to cells.	Vegetable oils, egg yolks, whole grains, and meats. Fruits, vegetables, highly processed foods, and drinking water are generally poor sources of chromium.
Iodine	• Iodine is needed for the thyroid gland to produce thyroxine, which is essential for the oxidation rates of cells.	Iodized salt, ocean fish, seaweed, and milk.
Fluoride	• Fluoride is needed to prevent tooth decay.	Fluoridated drinking water, seafood, tea, fluoridated toothpaste, and fruits and vegetables grown in areas where natural fluoride level in the water is high.

Figure 2

Fats.

Fats are semisolid, energy-filled organic compounds found in animal and plant tissues. The term ***lipids*** is often used interchangeably with the term fat to describe fats, oils, and fat-related substances. Lipids in the simplest forms are called fatty acids. The major form of fat in the body and in foods is known as triglycerides. ***Triglycerides*** are chemical compounds that contain carbon, hydrogen, and oxygen. Fats or lipids are important sources of energy needed by the body. Calories from fat should not exceed 30% of the total daily calorie intake. Functions of fat in the body include:

- provide energy
- transport and absorb fat-soluble vitamins
- cushion vital organs in the body
- comprise part of the structure of body cells
- supply essential fatty acids
- add flavor to foods
- satisfy appetites by delaying hunger
- insulate the body
- serve as protection for nerves and blood vessels

Fats are classified as saturated, monounsaturated, or polyunsaturated. The more saturated the fat, the more solid it is at room temperature.

- ***Saturated fats*** have the most hydrogen. Saturated fats are found in butter, chocolate, egg yolks, lard, shortening, and many other foods. Saturated fats should not exceed 10% of the total calories from fat.
- ***Monounsaturated fats*** have less hydrogen than saturated fats. Some examples of monounsaturated fats include some cooking oils, olive oil, some peanut butter, and some salad dressings.
- ***Polyunsaturated fats*** have the least amount of hydrogen. Polyunsaturated fats are found in such foods as Brazil nuts, some cooking oils, some peanut butter, soft margarine, and walnuts.

Water.

Water is necessary in the body for many reasons. It acts as a solvent for nutrients and hormones. Water also transports nutrients to the cells and rids the body of waste products. It lubricates the joints, facilitates food passage, and regulates body temperature through conduction of heat, perspiration, and excretion. The body typically uses two to two and one-half liters of water per day. It is recommended that the daily diet include at least eight 8-ounce glasses of water per day. Sources of water include beverages, soups, water, and milk. Other sources are:

• vegetables	87 percent
• fresh fruits	86 percent
• eggs	74 percent
• beef	60 percent
• bread	36 percent

Functions of Dietary Fiber

Fiber has been one of the new *health words* since the early 60s. However, very few people really understand the role fiber plays in nutrition and health. Fiber comes from the contents of plants that the human body cannot digest.

There are many types of fiber. Fiber is classified into two categories: soluble and insoluble. Soluble fiber is dissolved in water and may help control diabetes and lower blood cholesterol levels in some people. Soluble fiber is found in some fruits, beans, and oat bran. Insoluble fiber is not able to be dissolved in water and therefore has different functions from soluble fiber. Insoluble fiber helps move food through the digestive tract. It aids in the prevention of colon and rectal cancer, helps to control diverticulosis, and helps prevent constipation. Diverticulosis is caused when bulging pockets form on the intestinal wall and can become inflamed. Sources of insoluble fiber are fruits, vegetables, wheat bran, whole wheat, and some beans.

Fiber has many functions in the body. Some of these functions that help prevent medical problems include:

- Keeps contents of the intestines moving and prevents constipation.
- Helps reduce the risk of colon cancer by allowing food to pass quickly through the digestive tract. This limits susceptibility to agents in food that might cause cancer.
- Stimulates muscles of the digestive track. Well-toned digestive track muscles aid in prevention of diverticulosis and hemorrhoids.
- Absorbs water and gives a feeling of fullness. This helps people feel full longer, contributing to healthy eating and weight control.

The United States Departments of Agriculture and Health and Human Services have adopted a set of seven guidelines that can help Americans choose a healthy diet. These guidelines address some of the problems with the diets of many Americans. These guidelines are found in Appendix D.

Retaining Nutrients in Food

While learning which nutritious foods to choose at the supermarket, it is important to learn how to store and prepare those foods so that most of the nutrients are retained. Several factors should be considered when storing and preparing foods to promote nutrient retention and to prevent nutrient loss.

Many people assume they are getting all the nutritional value of a food just by eating it. What they do not stop to consider is that quality, storage, and preparation techniques all influence the amount of nutrients that are retained in food.

Many foods in our culture are considered highly palatable when eaten in their raw form. ***Palatable*** refers to the acceptability of the food to the palate, or taste. Foods that appeal to a person's sense of taste, smell, and sight, as well as foods with the appropriate temperature and texture, are considered palatable. Fruits and vegetables are the foods most commonly eaten in raw form. This is especially important when considering the nutrients that are not lost through cooking. In many cases, however, cooking improves the palatability, flavor, color, texture, and digestibility of food. Cooking also destroys organisms and bacteria that could cause food-borne illnesses.

Consumers can take precautions to preserve the nutrients in the foods they prepare by following some food preparation practices. Microwave cooking, steaming, and stir-frying are methods that improve nutrient retention in foods. Simmering foods in a small amount of liquid for a minimal amount of time also helps to improve nutrient retention. Some additional suggestions for preserving the nutrient content of foods prepared at home include:

- Avoid overcooking. Prolonged exposure to heat causes loss of some vitamins.
- Cover refrigerated foods with tight-fitting lids, foil, or plastic wrap.
- Cut fruits and vegetables in large pieces. Chop immediately before use to avoid unnecessary exposure to oxygen.
- Freeze or refrigerate leftovers immediately after use. Leaving foods exposed to room temperature increases nutrient loss, promotes an environment for bacteria to grow, and increases rate of spoilage.
- Include raw fruits and vegetables in menu planning and food preparation.
- Refrigerate most products to reduce nutrient loss.
- Rinse foods in cold water. Do not soak. This causes loss of valuable water-soluble nutrients.
- Thaw frozen foods in the refrigerator. More nutrients are retained at cooler temperatures, and this also inhibits the growth of organisms that can cause food-borne illness.

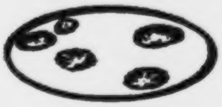
Food Safety

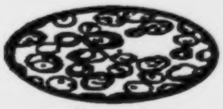
Food safety is a topic of interest and concern for professionals in the food industry as well as for consumers. Consumers need to be informed about food safety practices in the home. The Food and Drug Administration continually monitors the food supply to ensure its safety.

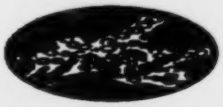
At least one million people in the United States suffer from food-borne illnesses each year. The hazards of food-borne illness can be avoided by sanitary food handling and effective food preparation techniques. To reduce the effects of contamination, the growth of microorganisms must be slowed by refrigeration or destroyed by heat. ***Microorganisms*** are tiny living cells that can be seen only with a microscope. Microorganisms are everywhere–in the body, in the soil, in the water, and in the air.

Microbiological hazards account for the most cases of food-borne illness. The four types of microorganisms that affect food are bacteria, viruses, yeasts, and molds. Food-borne illnesses caused by microbiological hazards are classified as either infections or intoxications. A ***food-borne infection*** is a disease caused by eating food containing harmful microorganisms. A ***food-borne intoxication*** is an illness caused by poisons or toxins in the food a person eats. The toxin may occur naturally in the food, as in certain mushrooms, or the food may be contaminated by toxins produced by certain microorganisms.

Bacteria


Viruses


Yeasts


Molds

Bacteria are small, single-cell organisms that can live anywhere people can. They thrive in a warm, moist environment that is neutral or slightly acidic. Bacteria are more commonly involved in cases of food-borne illness than are viruses, yeasts, and molds. Common names of some food-borne illnesses of bacterial origin are staph, botulism, perfringens poisoning, salmonellosis, and listeriosis. The bacteria that cause the illnesses are *Staphylococcus aureus, Clostridium botulinum, Clostridium perfringens, Salmonella, and Listeria monocytogenes.*

Viruses are the smallest and perhaps the simplest form of life known. They cause illnesses such as colds, influenza, and infectious hepatitis. Viruses do not increase in number while they are in the food. The food merely transports the viruses, which may then lodge themselves in the human host and produce abundantly.

Yeasts are fungi that require sugar, proper temperature, and moisture for growth. Yeasts often consume these ingredients in food products and spoil the food in the process. Yeast organisms can be killed by heating to 136°F (56°C) for about fifteen minutes. Yeast spoilage can create a slime on fruit juices or pickle brine (the solution in which pickles are preserved) or a pink discoloration in cottage cheese. However, no evidence suggests that yeast-producing diseases in humans are transmitted by food or that yeasts occurring naturally in foods are harmful to humans.

Molds are furry-looking fungi that can grow on almost any food at almost any storage temperature, under almost any conditions–moist or dry, acidic or nonacidic, salty, or sweet. The color of mold is usually white but also can be blue-green, orange, black, gray, or even red. Soft food items such as yogurt, sour cream, cheese slices, jams and jellies, tomatoes, and cucumbers with mold spots should be discarded. Figure 3 lists food safety guidelines that help people avoid food-borne illness.

FOOD SAFETY GUIDELINES—
AVOIDING FOOD-BORNE ILLNESSES

- Refrigerate or freeze leftovers immediately after use.
- Thaw frozen foods in the refrigerator, never on the counter. The warm temperature is a perfect environment for microorganisms to thrive.
- Keep hot foods hot, and cold foods cold. Lukewarm temperatures allow bacteria to grow.
- Use a meat thermometer when cooking meat and poultry. Insert the thermometer in the thickest part of the meat away from the bone. For poultry, the internal temperature should reach 180° to 185°F.
- Use a different cutting board and different utensils for preparing fruits and vegetables than is used to prepare raw meat and poultry.
- Carefully wash all utensils used to prepare raw meat and poultry in hot, soapy water.
- Wood cutting boards can be thoroughly cleaned in a bleach and water solution. The bleach will kill any bacteria left on the cutting board.

Figure 3

SELECTING A BALANCED DIET

Nutrition education is valuable only if children and adults make healthy food choices a part of their daily lives. This new nutrition knowledge is only worthwhile if it is put into practice everyday. The USDA's "Pattern for Daily Food Choices" illustrates the food guide presented in the "Dietary Guidelines for Americans" found in Appendix D. The "Pattern for Daily Food Choices" helps consumers use the guidelines by suggesting the number of servings to choose from each food group daily. It is found in Appendix C.

Self-Responsibility for Health and Wellness

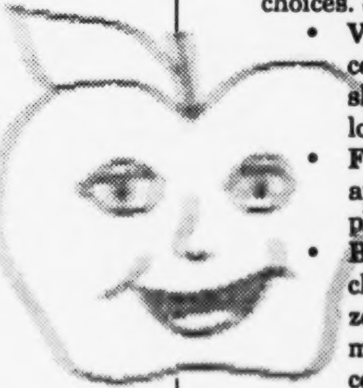
Most people, regardless of age, ultimately have control over what they actually eat. Therefore, each person assumes the responsibility for the food choices he or she makes. A primary goal of nutrition education is to prepare school age children for a lifetime of healthy dietary habits.

Nutritious Snacks

Snacking has become part of the fast-paced American lifestyle. Nutritious snacks can contribute valuable nutrients and can help meet the daily nutrient requirements for persons of all ages. Snacks are especially beneficial for small children and older adults who have difficulty consuming adequate amounts of food at mealtime. Adolescence is a time of rapid growth, and many teenagers need snacks to provide additional nutrients and calories. Many people feel better when they consume five or six small meals rather than the customary three meals a day.

Snack foods not only contribute to daily nutrient needs, but also contribute to the total number of calories consumed.

There is an abundance of nutritious snack foods available to consumers. Offering people snack foods from the five food groups (Vegetables, Fruits, Breads and Cereals, Milk, and Meat) allows them to make nutritious choices. Some suggestions for nutritious snacks include:



- **Vegetables** such as broccoli and cauliflower florets, carrot sticks, celery sticks, cucumber slices, cherry tomatoes, and green pepper slices can be eaten alone or with dips made from low-fat yogurt or low-fat cottage cheese.
- **Fruits** that are easy to "take along" and make good snacks include apples, bananas, grapes, nectarines, oranges, peaches, pears, plums, raisins, and tangerines.
- **Breads and cereal products** are easy to serve for snacks. Include bagels, crackers, finger sandwiches, muffins, popcorn, pretzels, and tortillas in the list of snack choices. Children enjoy making shaped sandwiches by cutting bread into shapes with cookie cutters.
- **Milk beverages and milk products** such as cheese and yogurt are nutritious snack choices. Also included in this group are cottage cheese, frozen dairy products made with low-fat milk, and puddings. Adding fresh fruits to plain, low-fat yogurt makes a great snack and is lower in fat and calories than commercial fruit yogurts.
- **Meat group foods** can be snack foods, too. Tuna fish and peanut butter can be served with crackers or used as the filling for finger sandwiches. Nuts and seeds provide protein in the form of a crunchy, ready-to-eat snack.

It is important to be aware of the many snack foods that are high in calories, fat, salt, and sugar. Many of these foods contain coconut oil or palm kernel oil which are high in saturated fat. It is necessary to read the nutrition information on the labels carefully to be sure the oil used is one of the unsaturated oils, such as canola, corn, safflower, or soybean.

Food Choices and Peer Pressure

Typically, most Americans associate food and eating with social experiences. Even the family evening meal is a social gathering. Food choices and food preferences are influenced by family traditions, personal likes and dislikes, as well as those likes and dislikes of friends and family members. In teaching children and adolescents to make wise food choices, it is important to recognize that peer pressure is a major factor. Students who learn decision-making skills and have a good self-concept are more likely to be able to make food choices based on nutritional knowledge rather than on peer pressure.

NUTRITIONAL NEEDS DURING THE LIFE CYCLE

Nutritional needs change during the various stages of the life cycle. The varying stages of growth that take place from infancy through adolescence make different demands on the body's nutritional health. Likewise, the three stages of adulthood have different nutritional requirements.

Due to increased health awareness and advances in medical science, Americans are living longer than ever before. It is anticipated that by the year 2050, the percentage of the population age eighty-five years and older will increase to more than 5 percent of the total U.S. population. These predictions increase the need for consumers to understand the nutritional needs during the various stages of the life cycle. Figure 4 lists the stages and nutritional requirements of various stages of the life cycle.

Special Dietary Needs

In the last decade, the American population has taken a serious look at health and health issues. The relationship between lifestyles, daily diets, and health and fitness has become a topic of conversation and confusion for many people. Media attention to all types of special diets has caused alarm for many people. It is necessary to understand the health problems that require people to greatly modify their diets. Information related to low-cholesterol, low-fat, low-salt, and low-sugar diets is important for all consumers to know and understand.

Special Nutrition Requirements During the Stages of the Life Cycle

Life Cycle Stage	Nutrition Requirements
Pregnancy (includes nursing mothers)	Approximately 300 additional calories are required each day for increased energy needs. Weight gain should average between 24 to 28 pounds during pregnancy. A well-balanced, nutritious diet is important because of the increased need for protein, vitamins, and minerals. The diet should include more milk products and more fruits and vegetables.
Infancy (Birth through 1 year)	Most of the infant's nutritional needs during the first year are met through human milk or infant formula. Formulas contain amounts of protein, vitamins, and minerals recommended by the American Academy of Pediatrics. Some formulas are iron-fortified. It is not recommended that solid foods be given to infants until four to six months of age.
Early Childhood (2 years through 5 years)	Childhood obesity and iron-deficiency anemia are the two nutritional problems most commonly diagnosed during childhood. Children should be fed nutritious foods at every meal. Breakfast is especially important, and nutritious snacks help meet the child's daily nutrient needs. Iron-fortified breakfast cereals and lean meat help supply daily iron requirements.
Middle Childhood (6 years through 12 years)	Children should be encouraged to eat a variety of nutritious foods at mealtime and snack time in order to meet their daily nutritional needs for growth and development. Children of this age can learn to choose healthy foods. Snack foods may need to be monitored at this time because consumption of sugary foods and empty calorie foods increases during this stage.
Adolescence (13 years through 20 years)	Rapid growth periods occur in girls between the ages of 10 and 13 years, and in boys between the ages of 12 and 15 years. Consumption of well-balanced, nutritional meals is important during these years. An increased need for calcium occurs due to rapid bone growth. Teens need to increase their intake of foods from the milk group. Poor food choices during adolescence lead to inadequate intake of calcium, vitamin A, and fiber, iron-deficiency anemia, and excessive intake of saturated fats, sugar, and empty calorie foods.
Young Adulthood (21 years through 40 years)	It is important for young adults to realize that the food choices, health practices, and lifestyle decisions made in the young adult years have significant effect on health and wellness in later life. Eating a well-balanced diet and exercising on a regular basis are good beginnings for young adults. Iron and calcium intakes are very important. Refrain from smoking and consuming alcohol and try to manage stress.
Middle Adulthood (41 years through 65 years)	Adults in this stage need to follow the guidelines for good health and disease prevention. These guidelines recommend that people should eat a variety of foods, maintain desirable weight, avoid too much fat, saturated fat, and cholesterol, increase intake of foods with sufficient starch and fiber, avoid eating too much sugar and sodium, exercise regularly, refrain from smoking and moderate alcohol intake, and try to manage stress.
Older Adulthood (over 65 years)	A healthy diet can help reduce some of the effects of aging. Poor nutritional health at this stage can affect the severity of disease, as well as affect mental function. Some guidelines for nutritional health for older adults include four to six small meals eaten frequently, sufficient intake of vitamins B_6, B_{12}, thiamin, C, D, E, and the minerals calcium, iron, and zinc is important. Regular exercise is needed to stimulate appetite and food intake. Weight loss can increase the risk of death following illness or disease.

Figure 4

BEST COPY AVAILABLE

Advances in medical science have shown an increasing relationship between the food consumed and good health and that diet is related to disease and recovery. Recently, diet and health information has centered on preventive measures that might reduce a person's risk of heart disease, diabetes, or cancer.

Lowering Blood Cholesterol Levels.

In recent years, cholesterol has received much media attention and has become a household word. Cholesterol is an odorless, soft, waxy substance found in every cell in the body. Cholesterol performs several functions in the body. These include:

- to aid in digestion
- to contribute to the structure and function of cell membranes
- to assist in the manufacture of vitamin D (calciferol) and hormones

It is not necessary to eat foods containing cholesterol because the liver makes most of the cholesterol that the body needs. Even though cholesterol is found in every cell in the body and is necessary for its function, it also makes up the main part of the plaques that block the arteries in atherosclerosis.

Cholesterol travels through the bloodstream in lipoproteins. Lipoproteins are lipids combined with proteins that transport lipids in the blood. There are two types of lipoproteins that transport cholesterol throughout the body. The two types are:

- low-density lipoprotein (LDL)
- high-density lipoprotein (HDL)

Low-density lipoproteins (LDL) carry cholesterol from the liver throughout the body but do not return the cholesterol to the liver. Therefore, cholesterol remains in the arteries and can cause a buildup in the artery walls. High-density lipoproteins (HDL) clear excess cholesterol from the arteries and carry it back to the liver where it is processed and removed from the body. LDL is often called "bad" because of its inability to remove cholesterol from the bloodstream. HDL is often called "good" because of its ability to prevent cholesterol and fat deposit buildup in the artery walls. It is this buildup of cholesterol plaques that contributes to advanced atherosclerosis.

DIETARY GOALS FOR LOWERING BLOOD CHOLESTEROL LEVELS

1. Reduce total fat intake to 30 percent of total calories.
2. Include more whole grains in the daily diet.
3. Eat fish more often.
4. Increase consumption of fiber-rich fruits and vegetables.
5. Add the many varieties of legumes to the daily diet more often, such as dried beans and peas and soybeans.
6. Include nonfat or low-fat milk and milk products every day.
7. Reduce the cholesterol-rich foods in the diet, especially organ meats, egg yolks, shellfish, and fatty red meats.

Figure 5

Cholesterol is found only in foods of animal origin. Foods high in cholesterol are egg yolks, liver organ meats, shellfish, lard from animals, and butter. Foods that contain no cholesterol or are low in cholesterol include egg whites, fruits, vegetables, and grains and grain products. One of the major factors in blood cholesterol levels is the dietary intake of fats—particularly saturated fats. Fats are discussed in detail in the earlier section on "Fats." There are certain dietary goals that prove beneficial in lowering blood cholesterol levels. These dietary goals for lowering blood cholesterol are described in Figure 5.

Achieving Low-Fat Diets.

Many Americans are selecting low-fat diets and exercising in an attempt to reduce their risk of coronary heart disease and cancer. ***Fats*** are lipids that are in a solid state at room temperature. ***Oils*** are lipids that are in a liquid state at room temperature. ***Lipid*** is the scientific term that includes all of the fats, fat-related substances, and oils. Fat is one of the essential nutrients and performs several functions in the body. Fats, or lipids, help maintain healthy cell walls, store energy, and transport the fat-soluble vitamins A, D, E, and K throughout the body. Without the presence of fat, these vitamins would not be utilized.

Linoleic acid is an essential fatty acid. It is found in polyunsaturated fat substances, and is important for clotting blood and lowering blood pressure. Linoleic is the only fatty acid the body does not make. It must be eaten in plant foods such as corn, safflower, or soybean oils. Figure 6 gives the formula for figuring the percent of fat calories in the diet.

Figuring the Percent of Fat in the Diet

$$\begin{array}{c}\text{Number of grams of fat}\\ \underline{\text{X 9 calories per gram}}\\ \text{Total number of calories from fat}\end{array}$$

$$\begin{array}{c}\text{Total number}\\ \text{of calories}\\ \text{from fat}\end{array} + \begin{array}{c}\text{Total number}\\ \text{of calories}\\ \text{daily}\end{array} = \begin{array}{c}\text{Percent}\\ \text{of calories}\\ \text{from fat}\end{array}$$

Example: An adolescent who eats 2,000 calories per day could figure the percent of his or her diet that was from, fat if 80 grams of fat were consumed.

$$\begin{array}{c}\text{80 grams of fat}\\ \underline{\text{X 9 calories per gram}}\\ \text{720 calories from fat}\end{array}$$

$$\begin{array}{c}\text{720 calories}\\ \text{from fat}\end{array} \div \begin{array}{c}\text{2000 calories}\\ \text{per day}\end{array} = \begin{array}{c}\text{36 \%}\\ \text{from fat}\end{array}$$

Figure 6

BEST COPY AVAILABLE

To Achieve a Low-fat Diet

- Read labels to learn the fat content of foods.
- Choose to bake, broil, braise, or steam foods; eliminate frying.
- Refrigerate soups and stews before serving. Skim off hardened fat.
- Reduce intake of high-fat desserts.
- Reduce consumption of bacon, sausage, and luncheon meats.
- Use herbs, spices, and lemon juice to season and flavor foods.
- Choose canned fish products packed in water.
- Try using low-fat, low-calorie salad dressings.
- Use non-stick sprays in frying pans before sauteing.
- Choose low-fat or fat-free menu items and snack foods.
- Skin poultry and trim visible fat from lean meats.
- Use vegetable protein sources such as lentils, dried beans, and peas.
- Use low-fat and nonfat dairy products.
- Reduce consumption of foods high in saturated fat.
- Reduce total dietary fat intake.

Figure 7

At nine calories per gram, fats supply twice as much energy as carbohydrates and proteins. Carbohydrates and proteins provide four calories of energy per gram. It is not necessary to consume a fat-rich diet because the body makes fat from excess carbohydrates and proteins not used for energy. Diets containing large amounts of fat can lead to health risks.

Health professionals believe that the average American diet contains too much fat. Although there is no RDA for fat, it is recommended that fat intake be limited to 30 percent of the total calories.

Some commonly eaten foods may have a higher fat content than many consumers realize. For example, amounts of fat in common foods include:

- Hamburger with mayonnaise—approximately 35 grams of fat, 315 calories from fat
- Club sandwich—approximately 30 grams of fat, 270 calories from fat
- Fried onion rings—approximately 23 grams of fat, 207 calories from fat
- Beef burrito—approximately 21 grams of fat, 189 calories from fat
- Baked potato with sour cream and chives—approximately 24 grams of fat, 216 calories from fat
- Baked potato, plain—approximately 2 grams of fat, 18 calories from fat

(These are approximate amounts. The exact fat content would vary, depending on the serving size and method of preparation.)

High-fat diets lead to elevated blood cholesterol levels. People with abnormally high blood cholesterol levels are in a high-risk group for advanced atherosclerosis. In order to maintain a normal blood cholesterol level, people should reduce their intake of saturated fats. Figure 8 lists examples of foods high in saturated and unsaturated fats.

Foods High in Saturated Fat

- ▼ Bacon, some luncheon meats
- ▼ Beef, lamb, pork, chicken with skin
- ▼ Butter and lard
- ▼ Cakes, pastries
- ▼ High-fat cheeses
- ▼ Sour cream and ice cream
- ▼ Tropical oils (coconut, palm, and palm kernel)

Foods High in Unsaturated Fat

- ▼ Nuts—peanuts, pecans, cashews, walnuts
- ▼ Soft margarines and spreads
- ▼ Vegetable oils—canola, corn, cottonseed, safflower, soybean, sunflower

Figure 8

Sodium and Hypertension.

Sodium and potassium are minerals that function in the body as electrolytes. Electrolytes affect the way fluid is distributed in the body and aid the nervous system in transmitting nerve impulses that control muscle action. This is very important in keeping the heart beating normally. Sodium also helps the kidneys to maintain a normal acid/alkali balance in a person's body. Potassium loss along with sodium loss causes vomiting, diarrhea, and increased sweating. Replace fluids with juices and fruit. There is no need to take salt tablets.

There is no minimum daily requirement or RDA for sodium because the American diet shows no evidence of shortage of this mineral. In fact, the opposite is more likely true. A large portion of the population has elevated sodium levels. For individuals with hypertension, sodium intake should be regulated. ***Hypertension***, or high blood pressure, means that the heart must work much harder to pump the blood. High blood pressure can be hereditary and can be intensified with obesity and too much sodium in the diet.

Due to the increased incidence of hypertension in adults, The National Research Council, Food and Nutrition Board, recommends that healthy adults and children consume no more than 2400 milligrams of sodium per day. Figure 9 lists commonly eaten foods that are high in sodium.

Foods High in Sodium

Food	*Amount*	*Sodium Content (mg)*
Bacon	3 slices	303
Catsup	2 Tbsp.	312
Salt	1 tsp.	2100
Worcestershire sauce	1 Tbsp.	315
Cheese, processed	1 oz.	406
Frankfurter (beef and pork)	1	504
Peanuts, salted	1 c. 	626
Pizza, cheese	1 slice	699
Luncheon meat	2 pieces	810
Cottage cheese, small curd	1 c.	850
Soup, canned tomato	1 c.	872
Pickles, dill	1 whole	928
Olives, green	10	936
Burrito, bean	1	1030
Ham, lean	3 oz.	1128
Corn dog	1	1252
Enchilada	1	1332
Smoked Salmon	3 oz.	1700

Source: "Nutritive Value of Foods," *Home and Garden Bulletin No. 72*, United States Department of Agriculture, Revised April 1981.

Figure 9

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Reducing Sugar in the Diet.

The average American consumes an estimated sixty to eighty pounds of sugar a year. That is approximately one-fourth pound of sugar per day. One reason for this high intake of sugar could be the amount of hidden sugar found in convenience food items not normally thought of as sweets.

Several carbohydrates are broken down into simple sugars during digestion. These terms often are used on food labels in place of the word *sugar*. Figure 10 lists the most commonly used terms.

Food labels also may have other terms for sugar which include:

- brown sugar
- confectioner's sugar
- corn sweeteners
- corn syrup
- dextrose
- granulated sugar
- high-fructose corn sweeteners
- honey
- invert sugar (glucose and fructose)
- maple sugar
- molasses
- natural sweetener
- raw sugar

Sugar Terms Most Commonly Used on Food Labels

sucrose—	white refined table sugar, brown sugar, confectioner's sugar
fructose—	the most concentrated sweetener (found in fruits); small amounts provide the same sweetening as larger amounts of other sugars
maltose—	malt sugar; found in breads and cereals
lactose—	milk sugar; found in milk and milk products
glucose—	honey, corn syrup

Figure 10

The Dietary Guidelines for Americans found in Appendix D suggests that people increase their intake of complex carbohydrates and decrease their intake of simple carbohydrates. Currently, it is estimated that the typical American consumes 25 percent from complex carbohydrates.

It is recommended that people reduce their simple carbohydrate intake to only 10 percent of total calories and increase their complex carbohydrate intake to 50 percent of all calories. Diets low in pure sugar and high in complex carbohydrates are generally lower in fat and calories and higher in fiber than diets that contain a large percentage of pure or refined sugars.

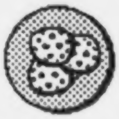
All forms of sugars, as well as all digestible carbohydrates, have four calories per gram. High-sugar foods are not recommended for people who have health problems such as diabetes, obesity, heart disease, and tooth decay.

Figure 11 lists foods that contain simple carbohydrates and those that are classified as complex carbohydrate foods. Foods from the complex carbohydrate list should be chosen as sources of energy and for their valuable vitamins and minerals.

Simple and Complex Carbohydrate Foods

Simple Carbohydrate Foods

cakes
candies
cookies
dried fruits
honey
jams and jellies
pastries
soft drinks
sugars
syrups



Complex Carbohydrate Foods

breads
cereal grains
crackers
fresh fruits
fresh vegetables
legumes
pasta

Figure 11

There is no evidence that a high-sugar diet causes heart disease. The relationship to heart disease occurs because persons with high-sugar diets are often overweight. Obesity is a risk factor for heart disease. Too much sugar in the diet is a factor for tooth decay. Sugary foods create a perfect climate in the mouth for the growth of bacteria that destroys tooth enamel and causes tooth decay.

Consumers must learn to identify sugar in their diets. Strategies for reducing the amount of sugar in the diet include the following:

- Select pure fruit juices rather than soft drinks or imitation fruit drinks.
- Choose unsweetened cereals rather than the presweetened varieties. Learn to read the labels for sugar content.
- Eat fruits canned in natural juices rather than in heavy syrups.
- Reduce intake of "empty calorie" foods. Empty calorie foods contain calories but no nutritional value, such as soft drinks.
- Select fresh fruits for snacks. The sugar content of dried fruits is much higher.
- Try using the sweet spices—allspice, cardamom, cinnamon, cloves, coriander, ginger, and nutmeg—to replace some of the sugar in recipes.
- Be aware that a product is high in sugar if sugar is one of the first three ingredients listed on the label.

Nutrition and Disease

Nutrition plays an important role in the prevention and treatment of certain diseases and health problems. The body's ability to resist disease is directly related to nutritional health.

Nutrients found in food are essential for overall health and well-being. Although nutrients do not cure an illness as medicines do, the well-nourished body is better prepared to fight disease and keep itself healthy. Preventive nutrition is the process of maintaining good health and well-being through good nutrition practices before illness occurs.

The Common Cold.

Many people believe that consuming large amounts of a certain food or taking large doses of vitamin supplements will cure an illness or disease. For many years, it has been rumored that consuming large doses of vitamin C (ascorbic acid) will prevent or cure the common cold. Scientific research indicates that large doses of vitamin C have no effect on the virus that causes colds.

Since vitamin C is a water-soluble vitamin, amounts above the body's daily need is excreted through the urine. However, it has been shown that megadoses of vitamin C above 2 grams can be harmful. Two grams of vitamin C are equivalent to 2,000 milligrams. The U.S. RDA for vitamin C is 60 milligrams. Therefore, a person who take four 500 milligram vitamin C tablets is consuming three and one-half times the recommended amount. The person whose diet meets the minimum daily requirement of nutrients will most likely suffer less severely from colds,and the person will possibly recover sooner.

Cancer.

Research has shown that diet and nutrition are related to cancer in several ways. It is evident that people's eating habits influence their susceptibility to certain kinds of cancer. However, there are many factors involved when considering the cause, prevention, and recovery from cancer. Besides diet and nutrition, genetic and environmental factors are also known to be involved. The challenge for researchers is to continually compare the dietary practices of those persons who get cancer with those who do not. One factor is clear, the risk of developing cancer may be greatly reduced in persons who make wise food choices and eliminate tobacco consumption.

Reduction of cancer risk by diet does not depend on any single factor, but requires an overall change in eating patterns and food preparation methods. The American Cancer Society has recommended the following guidelines for the public.

The American Cancer Society Dietary Guidelines.

1. **Avoid obesity.**
2. **Cut down on total fat intake.**
3. **Include a variety of vegetables and fruits in the daily diet.**
4. **Eat more high fiber foods, such as whole grain cereals, vegetables, and fruits.**
5. **Limit consumption of alcoholic beverages.**
6. **Limit consumption of salt-cured, smoked, and nitrite-cured foods.**

Research on cancer risk and the diet suggests that people modify their food choices using these guidelines so as to reduce their risk of developing cancer. Choosing a wide variety of nutrient-rich foods as well as reducing fat intake and increasing intake of vegetables and fruits is a prescription for healthy eating.

The American Cancer Society has a new comprehensive program that incorporates the most up-to-date educational strategies and information on the links between diet, nutrition, and cancer. This program, "Changing the Course," includes a nutrition curriculum for elementary, intermediate, and secondary students, and a manual for school food service providers.

Diabetes.

Diabetes is a genetic disorder and is not caused by eating too much sugar. Diabetes occurs in an individual whose pancreas does not produce enough insulin to control blood sugar levels. Diabetics must control their dietary intake in order to maintain normal blood sugar levels.

Heart Disease.

It is estimated that more than half of the people who die in the United States each year die of cardiovascular disease. Cardiovascular disease is a term that covers all the diseases of the heart and blood vessels. Most of these deaths can be attributed to atherosclerosis. ***Atherosclerosis*** is an accumulation of lipid plaque within the arterial wall which results in a narrowing of the artery. It is also known as a hardening of the arteries. Lipid is a term used to describe fats, oils, and fat-related substances. Atherosclerosis leads to the closing or blocking of the arteries that supply blood to the heart and brain. Obstruction or blockage in the arteries can cause heart attacks and strokes.

Most people have some plaque in their arteries. The important factor is how advanced the buildup is and what can be done to slow down its progression.

Risk Factors Relating to Atherosclerosis

- **Smoking.** Smoking is considered one of the causes of heart disease. Smoking reduces the level of HDL cholesterol; HDL is the good cholesterol.
- **Gender.** Males are more prone to heart disease than females.
- **Heredity.** Persons with a family history of heart disease and diabetes have a greater risk.
- **High blood pressure.** Also known as hypertension, high blood pressure is a major risk factor in heart disease and strokes.
- **High blood cholesterol level.** It is generally recommended that blood cholesterol levels be lower than 200 milligrams per 100 milliliters of blood.
- **Lack of exercise.** Regular exercise helps control weight, reduces stress, and improve circulation.
- **Obesity.** Obesity causes increased stress on the heart and other organs and increased levels of serum cholesterol.
- **Stress.** There appears to be some link between a person's personality, reaction to stress, and heart disease.
- **Personality characteristics.** Type A behavior. Type A personalities are most generally competitive, resist fatigue, tense, and withhold emotions.

Figure 12

By identifying and controlling the risk factors that are present in one's life, a person can slow the progression of atherosclerosis. Figure 12 lists the risk factors related to atherosclerosis. Good nutrition, along with the other factors, plays an important role in preventing heart disease. Research has shown that it is a combination of the risk factors, rather than just any one in particular, that makes some persons more susceptible to heart disease than others.

The American Heart Association has devised an eating plan that helps lower blood cholesterol levels. The eating plan is based on these American Heart Association dietary guidelines:

- Total fat intake should be less than 30 percent of calories.
- Saturated fatty acid intake should be less than 10 percent of calories.
- Polyunsaturated fatty acid intake should be no more than 10 percent of calories.
- Monounsaturated fatty acids make up the rest of total fat intake, about 10 to 15 percent of total calories.
- Cholesterol intake should be no more than 300 milligrams per day.
- Sodium intake should be no more than 3000 milligrams (3 grams) per day.

Along with the dietary changes for reducing the risk of coronary heart disease, other lifestyle changes also reduce the risk. These are identified in Figure 14.

LIFESTYLE CHANGES THAT REDUCE THE RISK OF HEART DISEASE

- **Stop smoking.**
- **Reduce blood pressure through diet or medication.**
- **Reduce body weight if needed.**
- **Increase exercise and activity.**
- **Reduce stress and enjoy life.**

Figure 13

As research concerning the relationship of diet, exercise, and coronary heart disease continues, people must stay informed of the latest findings, and in the meantime, take a rational approach to modifying their diet. The recommendations from the health professionals seem to be that persons who do not suffer from any particular health problem should choose a healthful diet by eating a variety of foods in moderate amounts that supply their daily nutrient requirements. This practice will ensure a lifetime of healthy eating.

Americans are striving to become a healthier population. More people than ever before are taking an interest in their nutritional and overall health and well-being. Hopefully, this will lead to a drastic reduction in the number of deaths from cardiovascular disease.

CULTURAL ASPECTS OF FOOD

Cultural, societal, and religious laws have great influence on all aspects of food consumption. ***Society*** refers to a group of people who share a common culture and live within a common region. ***Culture*** refers to the beliefs, traditions, and values that are shared by the people within a society. In the American society, citizens depend on advances in science and technology to continually improve the way food is produced, harvested, and transported. However, within the American society there are subcultures that restrict the use of certain types of food. For example, the Amish culture restricts the use of advanced technology in producing, harvesting, or transporting food for the Amish people.

Within all societies, many different cultural laws affect food consumption. In some instances, governments restrict the import or production of certain foods due to cultural or religious beliefs. In most societies, food is used as a symbol of love, affection, and social ties to family and friends. These food traditions serve to strengthen family and social relationships.

In all societies, food has been used to distinguish social class and to symbolize wealth and prestige. Many pregnant and nursing women avoid eating certain foods because they believe the foods cause harm to the unborn child. The cultural beliefs, traditions, and values of people within societies determine the customs for how food is used.

Religious Customs

Religious beliefs within societies influence the many rituals and customs surrounding food. Some societies believe that avoiding certain foods protects them from harm. Some religions have customs surrounding the consumption of certain foods during religious holidays or special holy days. Many religious ceremonies are accompanied by feasts with family members and friends. In the United States, religious ceremonies such as baptisms, weddings, and funerals are usually followed by a gathering involving food.

NUTRITION ISSUES

Americans are living in the midst of an "information explosion." Every day new information is presented to consumers to be digested, assimilated, or rejected. With all of this wealth of information to be considered, it is not surprising that many consumers have experienced "information overload" and need guidance in sorting fact from fiction. The science of nutrition is deeply involved in this "information explosion." Currently, there are some nutrition issues that seem to be concerns of many consumers. These issues include eating disorders, fad diets, vitamin/mineral supplements, nutrition labeling, weight control, and physical fitness.

Eating Disorders

Eating disorders, primarily anorexia nervosa and bulimia nervosa, are diseases that are characterized by a preoccupation with weight loss and thinness. These disorders can have damaging effects on the physical and mental health of the persons plagued by them. Compulsive overeating is also recognized as an eating disorder.

Anorexia Nervosa.

In an affluent society where food is plentiful, an illness known as anorexia nervosa affects almost one out of every 100 young women. ***Anorexia nervosa*** is an eating disorder characterized by an obsessive and compelling desire to be thin. Out of every twenty young people with this disorder, nineteen of them are female. This disorder resembles an addiction because the person becomes totally obsessed with weight loss and a lifestyle of self-prescribed starvation takes over. This self-imposed starvation slowly begins to affect the person's personality and ability to think rationally. Many times this obsession with thinness causes the person to resort to excessive exercise in combination with the starvation. This can result in serious bodily injury because the body has not been supplied with the energy and nutrients needed. Physical symptoms of anorexia nervosa are shown in Figure 15.

One of the consequences of malnutrition secondary to anorexia nervosa is anemia. Anemia is a condition in which the blood cannot transport oxygen to the cells in the body. This is caused by a shortage of red blood cells or the presence of abnormal ones. Anemia is often a result of nutritional deficiencies and other diseases.

Physical Symptoms of Anorexia Nervosa

- *Deterioration of the body; especially muscle wasting and inadequate fat stores*
- *Menstruation stops in females; impotency occurs in males*
- *Skin assumes dry, yellowish tint*
- *Low blood pressure*
- *Heart function becomes inefficient due to the effect of starvation on hormones that regulate blood pressure*
- *Excessive hair growth on the body (possibly for warmth)*
- *Anemia*
- *Interrupted sleep patterns; bad dreams*
- *Feels fat (distorted perception)*

Figure 14

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The treatment for anorexia nervosa is threefold. First, it involves medical personnel in the diagnosis and treatment of the medical complications that arise from prolonged starvation. Second, the treatment involves psychiatric or psychological personnel identifying and treating the underlying psychological problems which manifest as severe eating disorders like anorexia nervosa and bulimia nervosa. Third, the dietitian provides nutrition counseling for the patient to help with maintaining a balanced, nutritious diet.

Bulimia Nervosa.

Bulimia nervosa is another eating disorder that has plagued our affluent society since it was first recognized as a medical disorder in 1980. It is similar to anorexia in that it seems to strike mostly young women who have an obsession with an unrealistic perfect body. Some characteristics of people with bulimia include:

- They participate in binge eating followed by purging. Purging is an attempt to remove food from the body either by self-induced vomiting or the continual use of laxatives.
- They are successful and desire perfection.
- They turn to food in a crisis.
- They have a history of dieting and weight gain during the teen years.
- They binge and purge secretly.

Bulimia nervosa is an eating disorder characterized by self-induced vomiting following binge eating. Binge eating is the overindulgence of food without control or rational judgment about the amount being consumed. Sometimes a person with bulimia uses laxatives, diuretics, fasting, and excessive exercise to rid his or her body of what is thought to be harmful. These binge/purge cycles are not in response to hunger, but rather a compelling need by the person with bulimia to rid his or her body of food that might cause weight gain. Bulimic behavior is sometimes brought on by family stress or feelings of rejection. Characteristics of a person with bulimia are low self-esteem, social anxiety, depression, isolation, and difficulty with interpersonal relationships. Figure 16 lists the dangerous effects of bulimia.

Dangerous Effects of Bulimia Nervosa

- *irritation of the esophagus*
- *abnormal heart rhythms*
- *injury to the kidneys*
- *bladder and kidney infections, possibly causing kidney failure*
- *lacerations or tears to the stomach, caused by excessive vomiting*
- *tooth decay*
- *malnutrition*

Figure 15

The treatment for bulimia nervosa is similar to that of anorexia nervosa because it involves the assistance of medical, psychological, and dietetic personnel. Through nutrition counseling, psychotherapy, and medical therapy, the bulimic patient can regain a new sense of self-worth and learn ways to control the need for binge eating. However, our society must change its attitude toward the unrealistic images of perfect people with perfect bodies that are expressed through the media.

It is imperative that positive messages of respect and value for each individual's unique qualities and talents replace those negative messages currently seen by the young people of the affluent nations. Ideally, this type of societal change would greatly reduce the number of victims of anorexia nervosa and bulimia.

Weight Control

Consumers as well as nutritionists and physicians are continually being challenged with maintaining ideal weight throughout adulthood.

Research has shown that serious overweight problems lead to many health problems such as coronary heart disease, diabetes, gall bladder disease, high blood pressure, respiratory problems, and stroke. Overweight people also face problems with fatigue and degenerative arthritis.

Once a person has a serious weight problem, finding solutions to weight loss become increasingly more difficult. It is definitely more difficult to lose excess weight than it is to maintain ideal weight in the beginning. Weight loss will only occur as a result of expending more calories through exercise and activity than is consumed through food. Most generally eating habits and behavior must be changed in order to maintain the ideal weight once the excess weight is lost. This requires self-discipline and is difficult, but it also restores self-esteem, self-confidence, and gives a feeling of accomplishment.

Fad Diets

Americans look for quick and easy fixes to the overweight problem. These quick fixes or "fad diets" cause their followers many disappointments, such as:

- disillusionment
- loss of money
  (from purchasing products, equipment, *remedies*, etc.)
- unsuccessful weight loss
- weight gain with an increase of body fat

These fad diets fail because they are not generally nutritionally balanced, are unhealthy, and provide only a temporary solution to a permanent problem. They do not follow sound nutritional practices or change life-long eating habits.

On the other hand, effective diet plans that are prescribed and conducted under the supervision of registered dietitians and physicians provide the overweight individual with a much better chance at success. Some characteristics of effective diet plans include:

- nutritionally balanced meal plans
- methods for teaching new eating habits
- menus that offer choices of a wide variety of foods
- meal plans that include a balance of calories (the recommended proportion of carbohydrate, fat, and protein)
- satiety value which keeps the person feeling satisfied and delays hunger for a period of time
- an average of 1,200 calories per day for adult women and 1,500 calories per day for adult men (less than 1,000 calories per day will not provide the needed nutrients and will most likely leave the person feeling tired and hungry)

Weight control and weight loss in children and adolescents must be carefully monitored by physicians. Due to the rapid growth and development than occurs during these years, it is imperative that any weight loss programs for children and adolescents be prescribed and supervised. Rapid weight loss and calorie restriction in children and adolescents can cause serious health hazards.

Vitamin and Mineral Supplements

Americans spend billions of dollars in vitamin supplements. Many people use vitamin-mineral supplements because they feel their fast food and snack food diets are inadequate in providing the essential nutrients.

Vitamins work cooperatively with each other and with other nutrients to perform their functions in the body. Therefore, the best way to meet the daily need for nutrients is through a balanced diet that contains a wide variety of foods.

By law, all vitamins must have the same chemical formula, whether they are *natural* or *synthetic*. Natural vitamins are made with extracts from foods. Synthetic vitamins are chemically formulated. The human body cannot distinguish one from the other, so it is not necessary to purchase the more expensive *natural* vitamins.

There are some people who do have vitamin and mineral deficiencies and need to take nutrient supplements. Some people who may be at risk for deficiencies include:

- pregnant and lactating women
- elderly persons with inadequate diets
- persons recovering from burns, injuries, or surgery
- children and adolescents with inadequate diets
- persons with chronic illnesses
- individuals with gastrointestinal malabsorption problems
- alcoholics

In most circumstances, vitamins taken in excess are of no value. Megadoses of vitamins A (retinol) and D (calciferol) can cause serious health problems. Fat-soluble vitamins such as A and D that are not used by the body are stored in fat. This makes a buildup of these vitamins more likely and more toxic. Water-soluble vitamins not used by the body are excreted in the urine, making it less likely for toxic levels to occur.

Labeling

The Nutrition Information Panel is the term used to describe the nutrition content information that is printed on food labels. Nutritional labeling guidelines were first established by the Food and Drug Administration in 1938. In 1967, the Fair Packaging and Labeling Act required that all labels on packaged foods contain four important facts.
These include:

1) identity of the food
2) the name and address of the manufacturer, packer, and distributor
3) net contents (actual weight without the package) of the product
4) ingredients must be listed on a single panel with the common names of the ingredients appearing in decreasing order of weight if no standard of identity has been established

The FDA is in the process of amending the food labeling regulations. Some problems that have occurred because the labels are not currently standardized include:

- Many labels omit cholesterol information
- Many labels fail to specify carbohydrates as starch or sugar
- The fiber content is often omitted
- Many labels fail to specifically identify the oils used

Increased scientific knowledge about the relationship between health and certain food components such as cholesterol, fats, fiber, and sodium has prompted the FDA to update the labeling laws. These changes were also influenced by the growing public interest in the nutritional status of food products. The new labeling will be required on almost all packaged foods as well as fresh fruits, vegetables, and fish. These new labeling regulations also may be required of restaurants. Restaurants and fast-food establishments may be required to place nutrition information on menus or have the information accompany the food in some written form.

Sources of Reliable Nutrition Information

A variety of resources are available to provide the consumer with reliable nutrition information. Amidst the enormous amount of diet and nutrition information presented by the media, it is sometimes difficult for consumers to distinguish fact from fallacy. In teaching nutrition education to children, adolescents, and adults, it is important to depend on reliable sources for nutrition information.

Some reliable resources pertaining to food science and nutrition include information from these organizations:

- American Cancer Society
- American Diabetes Association
- American Dietetic Association
- American Heart Association
- Food and Drug Administration
- National Council Against Health Fraud, Inc.
- Texas Agricultural Extension Service
- Texas Department of Health and Human Services
- United States Department of Agriculture
- city health departments
- educational programs, including classroom instruction and textbooks
- professionals, such as registered dietitians, university nutrition professors, and home economists
- professional journals

Publications in professional journals as well as other periodicals provide current information on nutrition. Some of the professional journals include:

- *Critical Reviews in Food Science and Nutrition*
- *Food Science and Nutrition*
- *Journal of the American Dietetic Association*
- *Journal of Food Science*
- *Journal of Nutrition*
- *Journal of Nutrition Education*
- *Nutrition Today*
- *School Food Service Journal*

Along with the professional journals, there are a variety of newsletters that disperse reliable nutrition information. They are published by organizations, medical facilities, consumer agencies, and large corporations that have food science and nutrition related products. Some of the available food and nutrition newsletters include:

- *Consumer Reports Health Letter*
- *Dairy Council Digest* by the National Dairy Council
- *Food Insights* by the International Food Information Council
- *Food and Nutrition News* by the National Live Stock and Meat Board
- *Harvard Health Letter* published by the Harvard Medical School
- *Lifetime Health Letter* published by the University of Texas Health Science Center at Houston
- *Mayo Clinic Health Letter*
- *Nutrition and Health News* by the University of Texas Southwestern Medical Center at Dallas
- *Nutritional News and Views* published by Mead-Johnson
- *Tufts University Diet and Nutrition Newsletter* published by the Tufts University School of Nutrition
- *Nutrition Action Newsletter* published by the Center of Science in the Public Interest

Much nutrition information is disseminated through the media. For many Americans, the media is their greatest resource for current information. However, not all information conveyed through the media, especially that related to advertisements for various products, is completely accurate or reliable. This makes it difficult at times to distinguish between the reliable and the unreliable. The best assurance for verifying the accuracy of nutrition information is to confirm the information through one or more of the reliable resources available.

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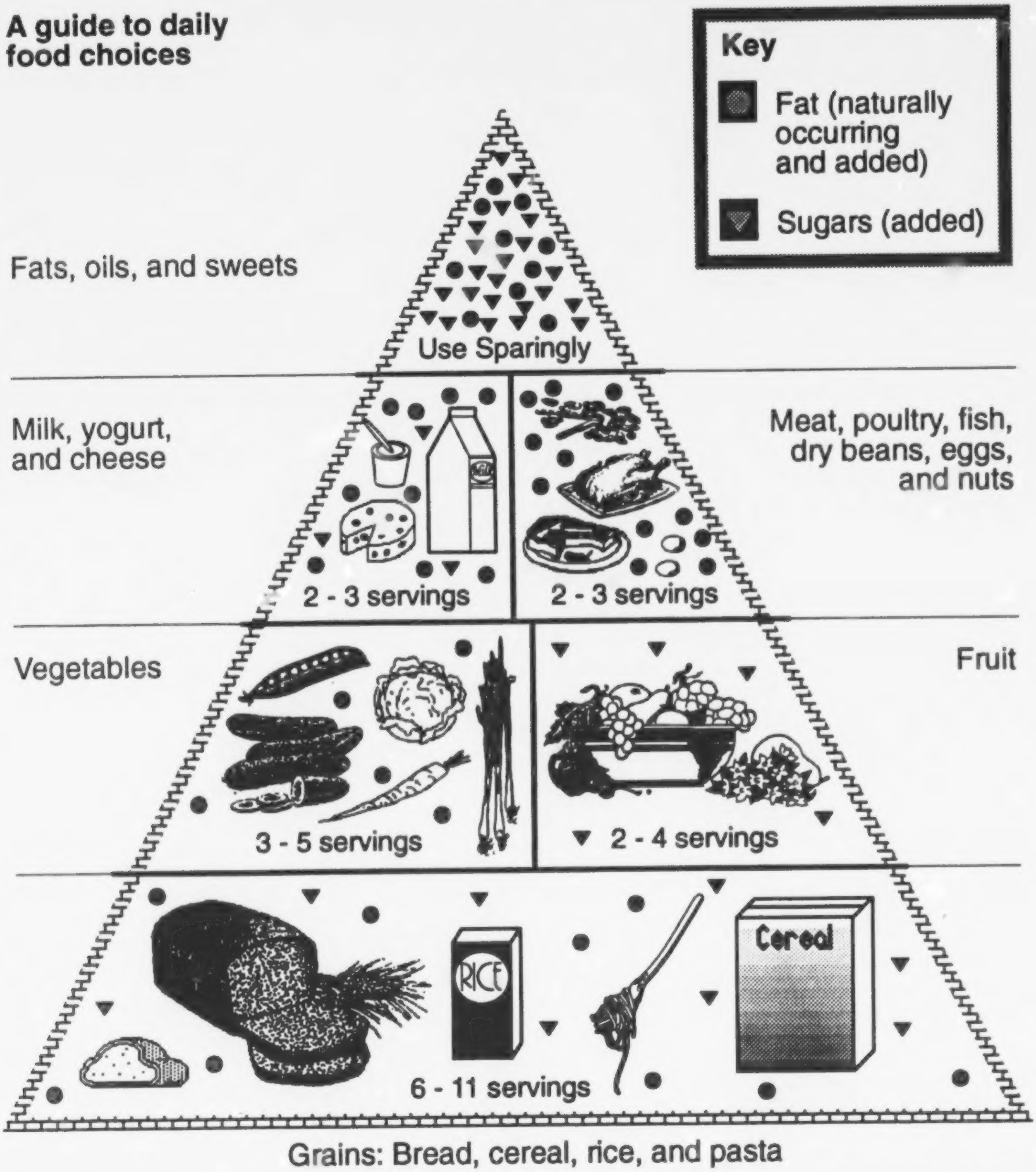
The Food Guide Pyramid

A guide to daily food choices


Key
● Fat (naturally occurring and added)
▼ Sugars (added)
Fats, oils, and sweets
Use Sparingly
Milk, yogurt, and cheese
2 - 3 servings
Meat, poultry, fish, dry beans, eggs, and nuts
2 - 3 servings
Vegetables
3 - 5 servings
Fruit
2 - 4 servings
Cereal
RICE
6 - 11 servings
Grains: Bread, cereal, rice, and pasta

SOURCE: U.S. Department of Agriculture/U.S. Department of Health and Human Services. U.S. Department of Agriculture, Human Nutrition Information Service, August 1992, Leaflet No. 572.

To order a copy of "The Food Guide Pyramid" booklet, send a $1.00 check or money order made out to the Superintendent of Documents to: Consumer Information Center, Department 159-Y, Pueblo, Colorado 81009.

A Pattern for Daily Food Choices

FOOD GROUPS	SUGGESTED DAILY SERVINGS	WHAT EQUALS A SERVING?
Vegetables • Dark green leafy • Deep yellow • Starchy • Other vegetables	**3 - 5** servings from entire group (Include all types regularly; use dark green leafy vegetables and deep yellow vegetables several times a week.)	▲ 1/2 cup of cooked vegetables ▲ 1/2 cup of chopped raw vegetables ▲ 1 cup of leafy raw vegetables, such as lettuce or spinach
Fruits • Citrus, melon, berries • Other fruits	**2 - 4** servings from entire group	▲ a whole fruit such as a medium apple, banana, or orange ▲ a grapefruit half ▲ a melon wedge ▲ 3/4 cup of juice ▲ 1/2 cup of berries ▲ 1/2 cup cooked or canned fruit ▲ 1/4 cup dried fruit
Breads, Cereals, Rice, and Pasta • Whole-grain • Enriched	**6 -11** servings from entire group (Include several servings of whole-grain products daily.)	▲ 1 slice of bread ▲ 1/2 hamburger bun, English muffin, or bagel ▲ a small roll, biscuit, or muffin ▲ 3 to 4 small or 2 large crackers ▲ 1/2 cup cooked cereal, rice, or pasta ▲ 1 ounce of ready-to-eat breakfast cereal ▲ 1 tortilla or pancake
Milk, Yogurt, and Cheese	**2** servings for adults **3** servings for children **4** servings for ages 11-24 (3 servings for women who are pregnant or breast-feeding and for teens; 4 servings for teens who are pregnant or breast-feeding)	▲ 1 cup of low-fat milk ▲ 8 ounces low-fat yogurt ▲ 1 1/2 ounces of low-fat natural cheese ▲ 2 ounces low-fat process cheese
Meat, Poultry, Fish, Dry beans and Peas, Eggs, Nuts, and Seeds	**2 - 3** servings from entire group (Include dry beans and peas often.)	▲ 2 - 3 ounces equals one serving of cooked lean meat, poultry, or fish. Count 1 egg, 1/2 cup cooked dried beans, or 2 T. peanut butter as 1 ounce of meat.

Adapted from: "Nutrition and Your Health: Dietary Guidelines for Americans," United States Departments of Agriculture and Health and Human Services, U.S. Government Printing Office, 1750 K Street, N. W., Washington, DC, 20006, 1990.

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Nutrition and Your Health:
DIETARY GUIDELINES FOR AMERICANS

1 Eat a variety of foods.

People need more than forty different nutrients for good health. Essential nutrients include vitamins, minerals, amino acids from protein, certain fatty acids from fat, and sources of calories (protein, carbohydrates, and fat). These nutrients should come from a variety of foods, not from a few highly fortified foods or supplements. Get the nutrients needed by choosing different foods you enjoy eating from five major food groups. These groups are vegetables, fruits, grain products, milk and milk products, and meats and meat alternatives.

2 Maintain desirable weight.

Being overweight or underweight increases chances of developing health problems. Obesity is common in the United States. It is linked with high blood pressure, heart disease, stroke, the most common type of diabetes, certain cancers, and other types of illness.

3 Choose a diet low in fat, saturated fat, and cholesterol.

The higher levels of saturated fat and cholesterol in the diet are linked to increased risk for heart disease. A diet low in fat makes it easier to include the variety of foods you need for nutrients without exceeding your calorie needs because fat contains over twice the calories of an equal amount of carbohydrates or protein.

4 Choose a diet with plenty of vegetables, fruits, and grain products.

Vegetables, fruits, and grain products are important parts of a varied diet discussed in the first guideline. They are emphasized in this guideline especially for their complex carbohydrates, dietary fiber, and other food components linked to good health.

5 Use sugars only in moderation.

Sugars and many foods that contain them in large amounts supply calories but are limited in nutrients. Thus, they should be used in moderation by most healthy people and sparingly by people with low calorie needs. The more often these foods—even in small amounts—are eaten the greater the risk for tooth decay.

6 Use salt and sodium only in moderation.

Table salt contains sodium and chloride—both are essential in the diet. However, most Americans eat more salt and sodium than they need. In the United States, about one in three adults has high blood pressure. If these people restrict their salt and sodium, usually their blood pressure will fall.

7 Avoid alcoholic beverages.

Drinking alcoholic beverages is illegal in Texas for people under age 21. Heavy drinking of alcoholic beverages is related to malnutrition, liver disease, and some forms of cancer. Drinking alcoholic beverages during pregnancy can damage the developing fetus. People who drink alcoholic beverages before driving increase their risk of car accidents.

Sources: U.S. Department of Agriculture and U.S. Department of Health and Human Services *Home and Garden Bulletin* No. 232, "Nutrition and Your Health: Dietary Guidelines for Americans," Third edition, 1990. U.S. Department of Agriculture and Human Nutrition Information Service, *Dietary Guidelines and Your Diet: Home Economics Teacher's Guide*, February 1988.

Food Composition Table

FOODS	WT (g)	KCAL	PRO (g)	CHO (g)	FAT (g)	PUFA (g)	SFA (g)	CHOL (mg)	A (RE)	C (mg)	B-1 (mg)	B-2 (mg)	NIA (mg)	Ca (mg)	Fe (mg)	Na (mg)
Vegetables																
Broccoli, frozen, chopped 1/2 cup	92	25	2.9	4.9	0.1	0.1	0	0	174	37	0.05	0.06	0.4	47	0.56	22
Carrots, canned, 1/2 cup slices	73	17	0.5	4	0.1	0.1	0	0	1006	2	0.01	0.02	0.4	19	0.47	176
Green beans, canned, 1/2 cup	68	13	0.8	3.1	0.1	0	0	0	24	3	0.01	0.04	0.1	18	0.61	170
Lettuce salad, 1/2 cup shredded	28	5	0.4	1	0.1	0	0	0	53	5	0.01	0.02	0.1	19	0.39	3
Potatoes, hash brown, homemade 1/2 cup	78	163	1.9	16.6	10.9	1.3	4.2	*	*	5	0.06	0.02	1.6	8	0.63	19
Spinach, 1/2 cup boiled	90	21	2.7	3.4	0.2	0.1	0	0	737	9	0.09	0.21	0.44	122	3.21	63
Tomato, 1 raw	123	24	1.1	5.3	0.3	0.1	0	0	139	22	0.07	0.06	0.7	8	0.59	10
Fruits																
Apple, raw w/ skin 1 med.	138	81	0.3	21.1	0.5	0.1	0.1	0	7	8	0.02	0.02	0.1	10	0.25	1
Apricots, raw 3 med.	106	51	1.5	11.8	0.4	0.1	0	0	277	11	0.03	0.04	0.6	15	0.58	1
Banana, raw 1 med.	114	105	1.2	26.7	0.6	0.1	0.2	0	9	10	0.05	0.11	0.6	7	0.35	1
Grapes, raw 1 cup	92	58	0.6	15.8	0.3	0.1	0.1	0	9	4	0.09	0.05	0.3	13	0.27	2
Kiwi, raw 1 med.	76	46	0.8	11.3	0.3	*	*	*	13	75	0.02	0.04	0.4	20	0.31	4
Orange, raw 1 med.	140	65	1.4	16.3	0.1	0	0	0	28	80	0.12	0.06	0.4	56	0.17	1
Orange juice, from concentrate, 8 fl. oz.	249	112	1.7	26.8	0.1	0	0	0	19	97	0.20	0.05	0.5	22	0.24	2
Orange juice, fresh, 8 fl. oz.	248	111	1.7	25.8	0.5	0.1	0.1	0	50	124	0.22	0.07	0.1	27	0.50	2
Peach, raw 1 med.	87	37	0.6	9.7	0.1	0	0	0	47	6	0.02	0.04	0.9	5	0.10	0
Pear, canned light syrup, 1 cup	251	144	0.5	38.1	0.1	0	0	0	0	2	0.03	0.04	0.4	13	0.70	13
Plum, raw 1 med.	66	36	0.5	8.6	0.4	0.1	0	0	21	6	0.03	0.06	0.3	2	0.07	0
Prune juice, 8 fl. oz.	256	181	1.6	44.7	0.1	0	0	0	1	11	0.04	0.18	2	30	3.03	11
Raisins, seedless 2/3 cup	100	300	3.2	79.1	0.5	0.1	0.2	0	1	3	0.16	0.09	0.8	49	2.08	12
Strawberries, raw, 1 cup	149	45	0.9	10.5	0.6	0.3	0	0	4	85	0.03	0.10	0.3	21	0.57	2
Breads and Cereals, Rice, and Pasta																
Bran flakes, 3/4 cup 1 oz.	28	93	3.6	22.2	0.5	*	*	*	375	*	0.40	0.40	5	14	8.10	264
Macaroni, enriched, cooked 1 cup	140	159	5.2	33.7	0.7	*	*	0	*	0	0.20	0.11	1.5	11	2.25	1
Oatmeal, quick, old fashioned, 1/3 cup dry	28	109	4.6	18.4	1.9	*	*	*	*	*	0.19	0.03	0.2	14	1.08	1
Oatmeal, w/ raisins and spice 1 pkg. prep.	158	161	4.3	31.8	1.8	*	*	*	440	*	0.51	0.38	5.5	165	6.58	225
Popcorn, air popped, 1 cup	6	23	0.8	4.6	0.3	*	0	*	*	1	*	0.01	0.1	1	0.20	0
Popcorn, w/ fat and salt, 1 cup	9	41	0.9	5.3	2	*	0.9	*	*	0	*	0.01	0.2	1	0.20	175
Pretzels, 1 oz.	28	111	2.6	22.4	1	*	*	*	*	0	0.09	0.07	1.2	7	0.55	451
Rice, white enriched, cooked, 1/2 cup	80	85	2	19	0	0	0	0	0	0	0	0	1	22	0.70	0
Rolls, dinner/pan 1 roll	28	85	2.4	14	2.1	*	*	*	*	0	0.14	0.09	1.1	33	0.83	155
Wheat bread, 1 slice	24	61	2.3	11.3	1	*	*	0	*	0	0.11	0.08	1.1	30	0.84	129
White bread, 1 slice	24	64	2	11.7	0.9	*	*	*	*	0	0.11	0.07	0.9	30	0.68	123
Whole wheat bread, 1 slice	25	61	2.4	11.4	1.1	*	*	*	*	0	0.09	0.05	1	18	0.86	159

FOODS	WT (g)	KCAL	PRO (g)	CHO (g)	FAT (g)	PUFA (g)	SFA (g)	CHOL (mg)	A (RE)	C (mg)	B-1 (mg)	B-2 (mg)	NIA (mg)	Ca (mg)	Fe (mg)	Na (mg)
Milk, Yogurt, and Cheese																
Lowfat milk 2% fat, 8 fl. oz.	244	121	8.1	11.7	4.7	0.2	2.9	18	140	2	.10	.40	0.2	297	122	122
Skim milk, 8 fl. oz.	245	86	8.4	11.9	0.4	0	0.3	4	149	2	.09	.34	0.2	302	0.10	126
Skim (nonfat dry milk) 8 fl. oz.	245	90	8.8	12.3	0.6	0	0.4	5	149	2	.10	.43	0.2	316	0.12	130
Whole milk, 3.3% fat 8 fl. oz.	227	150	8.0	11.4	8.2	0.3	5.1	33	76	2	.09	.40	0.2	291	0.12	120
Lowfat yogurt 8 fl. oz.	227	144	11.9	16	3.5	0.1	2.3	14	36	2	.10	.49	0.3	415	0.18	159
Fruit flavor yogurt 8 fl. oz.	28	225	9.0	42.3	2.6	0.1	1.7	10	27	1	.08	.37	0.2	314	0.14	121
American, processed cheese 1 oz.	28	106	6.3	0.5	8.9	0.3	5.6	27	82	0	.01	.10	0	124	0.11	406
Cheddar cheese, 1 oz.	28	114	7.1	0.4	9.4	0.3	6.0	30	86	0	.01	.11	0	204	0.19	176
Monterey cheese, 1 oz.	28	106	6.9	0.2	8.6	*	*	*	*	0	*	.11	*	212	0.20	152
Mozzarella cheese, 1 oz.	28	79	7.8	0.9	4.9	0.1	3.1	15	54	0	.01	.10	0	207	0.07	150
Swiss cheese, 1 oz.	26	107	8.1	1	7.8	0.3	5	26	72	0	.01	.10	0	272	0.05	74
Ice cream, vanilla 10% fat 1 cup	133	269	4.8	31.7	14.3	0.5	8.9	59	133	1	.05	.33	0.1	176	0.12	116
Meat, Poultry, Fish, Dry Beans and Peas, Eggs, Nuts and Seeds																
Bacon, cured, 3 med. pieces	19	109	5.8	0.1	9.4	1.1	3.3	16	0	6	0.13	0.05	1.4	2	0.31	303
Beef, ground, baked well done 3.5 oz.	100	274	30.3	0	16	0.6	6.3	107	*	0	0.05	0.31	5.4	9	2.96	64
Beef and vegetable stew, 1 cup	245	218	15.7	15.2	10.5	*	4.9	*	*	17	0.15	0.17	4.7	29	2.90	91
Chicken, light meat w/o skin, roasted	100	173	30.9	0	4.5	1	1.3	85	9	0	0.07	0.12	12.4	15	1.06	77
Egg, 1 large fried	46	83	5.4	0.5	6.4	0.7	2.4	246	83	0	0.03	0.13	0	26	0.92	144
Peanut butter, 1 Tbsp.	16	95	4.6	2.2	8.2	2.5	1.7	0	*	*	0.01	0.01	1.9	5	0.30	75
Peanuts, dry roasted 1 oz.	28	164	6.6	6.0	13.9	4.4	1.9	0	0	0	0.12	0.03	3.8	15	0.63	228
Peanuts, oil roasted 1 oz.	28	165	7.6	5.3	14	4.4	1.9	0	0	0	0.08	0.03	4.2	24	0.54	4
Pinto beans, 1 cup boiled	171	235	14	43.9	0.9	0.3	0.2	0	0	4	0.32	0.16	0.7	82	4.47	3
Pork chops w/brown gravy 6.5 oz. entree	184	252	22.1	4.4	16.2	*	*	*	*	1	0.43	0.20	4.3	9	2.50	367
Sausage, fresh 1 link	13	48	2.6	0.1	4.1	0.5	1.4	11	*	0	0.10	0.03	0.6	4	0.16	168
Sunflower seeds, 1 oz.	28	165	5.5	6.8	14.1	9.3	1.5	0	*	*	0.03	0.07	2	20	1.1	1
Fast Foods																
Cheeseburger, 1 reg. sandwich	112	299	14.8	28.3	15.1	*	*	45	*	1	0.26	0.24	3.7	136	2.33	672
French fries, 3 oz.	85	274	3.4	33.1	14.2	*	*	14	*	5	0.11	0.03	1.8	14	0.71	30
Hamburger, w/ 4 oz. meat	174	444	24.9	37.6	21.1	*	*	71	*	2	0.38	0.38	7.8	75	4 84	762
Pizza, cheese 1 slice	120	290	14.6	39.1	8.8	*	*	56	*	2	0.34	0.29	4.2	220	1.61	698
Pizza, pepperoni 1 slice	120	306	13	36.7	11.5	*	*	*	*	2	0.32	0.29	5.1	196	2.52	817

FOODS	WT (g)	KCAL	PRO (g)	CHO (g)	FAT (g)	PUFA (g)	SFA (g)	CHOL (mg)	A (RE)	C (mg)	B-1 (mg)	B-2 (mg)	NIA (mg)	Ca (mg)	Fe (mg)	Na (mg)
Miscellaneous																
Cola, 12 fl. oz.	370	151	0.1	38.5	0.1	*	*	0	0	0	0	0	0	9	0.13	14
Cola, diet, 12 fl. oz.	355	2	0.2	0.3	0	0	0	0	0	0	0.02	0.08	0	12	0.11	21
Orange soda, 12 fl. oz.	372	179	0	45.8	0	*	*	0	*	0	0	0	0	15	0.28	52
Milk choc. bar, 1.65 oz.	47	254	3.8	27.1	14.5	*	*	*	*	*	0.04	0.17	0.2	94	0.52	35
Milk choc. w/ almonds	28	151	2.6	14.5	10.1	*	4.5	*	*	0	0.02	0.12	0.2	65	0.50	23
Peanut butter and choc. bar, 2 oz.	57	280	4	38	12	*	*	*	*	*	*	*	*	*	*	100
Peanut bar, 1.6 oz.	45	240	8	21	14	*	*	*	*	*	*	*	*	*	*	110
Bite-size fruit snacks, 1 pouch	26	100	1	21	2	*	*	*	*	*	*	*	*	*	*	105
Corn chips, 1 oz.	28	153	1.7	16.6	8.8	*	*	*	*	0	0.05	0.3	0	2	*	218
Potato chips, 1 oz.	28	148	1.8	14.7	10.1	5.2	2.6	0	0	12	0.04	0.01	1.2	7	0.34	133
Tortilla chips, reg. or nacho 1 oz.	28	150	2	18	8	*	*	*	*	*	*	*	*	*	*	155
Brownie w/nuts—homemade 1 brownie	20	97	1.3	10.2	6.3	*	1.4	*	*	0	0.04	0.02	0.1	8	0.40	50
Cake, devil's food—homemade 1 piece	60	227	3.4	30.4	11.3	*	*	*	*	0	0.06	0.11	0.7	66	1.03	160
Doughnuts, yeast, 1 doughnut	42	176	2.7	16	11.3	*	2.8	*	*	0	0.07	0.07	0.6	16	0.60	99
Pie, cherry—homemade, 1/8 pie	118	308	3.1	45.3	13.3	*	3.5	*	*	0	0.02	0.02	0.6	17	0.40	359
Margarine, soft 1 Tbsp.	*	100	0	0	11	4	2	0	*	*	*	*	*	*	*	95
Molasses, blackstrap, 1 Tbsp.	20	43	0	11	0	0	0	*	*	*	0.02	0.04	0.4	137	3.20	19
Salad dressing—thousand island, 1 Tbsp.	16	59	0.1	2.4	5.6	3.1	0.9	*	50	*	*	*	*	2	0.10	109
Sugar, white granulated, 1 tsp.	4	15	0	4	0	0	0	*	*	0	0	0	0	0	0	0

Sources: USDA Food Handbooks

*Denotes "information not available." Do not assume that the value would be zero.

The nutrient data provided in Appendix E: Food Composition Table should be seen only as an approximation and used strictly as a guide in learning activities.

The many factors which affect the amounts of nutrients in foods include:

- animal diets
- mineral content of soil
- types of fertilizer used on samples
- season of the year
- method of storage
- length of storage
- processing methods
- methods of analysis
- moisture content of analyzed samples
- method of food preparation

Therefore, many different nutrient values will be reported in a variety of reliable resources.

LEGEND

WT=weight
KCAL=calories
PRO=protein
CHO=carbohydrate
FAT=fat
PUFA=polyunsaturated fatty acids
SFA=saturated fatty acids
CHOL=cholesterol
A(RE)=vitamin A (retinol equivalent)
C=vitamin C (ascorbic acid)
B-1=vitamin B-1 (thiamin)
B-2=vitamin B-2 (riboflavin)
NIA=niacin
Ca=calcium
Fe=iron
Na=sodium

BEST COPY AVAILABLE

RESOURCES and MATERIALS

for the Intergenerational Professions Program

The following is a list of suggested resources and materials which may be beneficial in teaching the Intergenerational Professions course. These ***are not*** required materials for teaching the course, only suggestions.

To the Teacher

Appendix H, *Resources and Materials for the Intergenerational Professions Program,* provides a list of suggested resources and materials which may be beneficial in teaching the Intergenerational Professions course. The document is organized into four categories

- Curriculum Materials,
- Resources,
- Contacts and Facilities, and
- Equipment and Supplies.

Curriculum Materials include the curriculum guides, reference books, additional curriculum materials, and audio-visual aids which enhance course instruction. The other categories include suggested resources and materials which might be helpful in teaching the Intergenerational Professions course. However, the resources and materials listed are only suggestions and ***are not*** required for teaching the course.

CURRICULUM MATERIALS

All of the following materials listed are available from the:

Home Economics Curriculum Center
Box 41161
Texas Tech University
Lubbock, TX 79409-1161
(806)742-3029

* The HECC catalog offers a brief description of each item as well as listing additional materials which may be helpful in teaching this course.

The following materials are recommended for use with the Intergenerational Professions Course. The materials include curriculum guides for the teacher and student reference books to be used as a resource for the student and teacher.

☐ ***Intergenerational Professions Instructional Guide***

- This competency-based curriculum prepares secondary students for employment in child and adult care and services occupations and addresses emerging occupations in intergenerational caregiving environments. The *Intergenerational Professions Instructional Guide* format identifies teaching strategies which integrate academic skills in the areas of mathematics, science, language arts, and social studies and provides students with opportunities to master the SCANS competencies and foundation skills.

☐ **Accompanying Materials for the *Intergenerational Professions Instructional Guide***

- *Child Care and Guidance, Management, and Services Curriculum Guide*
- *Child Care and Guidance, Management, and Services Reference Book*
- *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules*
- *Services for the Elderly Curriculum Guide*
- *Services for the Elderly Reference Book*

The following list includes additional curriculum materials and audio-visual aids that have been specifically addressed in the *Intergenerational Professions Instructional Guide, Child Care and Guidance, Management, and Services Curriculum Guide*, and *Services for the Elderly Curriculum Guide*. Although these enhance the recommended materials, they are supplementary and ***are not*** required for teaching the course.

☐ **Additional Curriculum Materials**

- *Essentials for Success: Based on the Common Essential Elements*
- *Skills For Life Teacher's Resource Materials*
- *Child Care and Guidance, Management, and Services Activity Book*
- *Services for the Elderly Activity Book*
- *STAR EVENT Guidebook*
- Y.E.S. (Youth Exchanging with Seniors) Materials

☐ **Videotapes**

- ■ **Child Development**
  - *Infancy: The Beginning*
  - *Enter Toddling*
  - *Terrific Twos*
  - *Threes on the Threshold*
  - *Fun to be Four*
  - *Now I'm Five*

- *The Child Care Worker: A Recipe for Success*
- *Children At Work*
- *Creating Environments for Learning & Play*
- *Goal Setting for Early Childhood: A Partnership in Action*
- *How Do I Tell You I Like You*
- *Let's Talk: A Caregiver's Guide to Communication*
- *Safe and Sound*
- *Schedules & Routines: Why Bother?*
- *The School-Age Connection*
- *Special People, Special Needs*
- *Watch Me Grow*
- *Working With Families and Children: Career Opportunities*

■ **Career Skills**

- *Are You Listening?*
- *Careers: The Right Fit*
- *Practice Interviewing II*

RESOURCES

The following pages include a list of resources which may be beneficial in teaching the Intergenerational Professions course. This list should not be considered an inclusive list, and these resources ***are not*** required for teaching the course, only suggested. This list is current as of January, 1994; however, titles can change and additional materials may be available. It is suggested that the agency or organization be contacted to obtain a current catalog or listing of resources.

ADMINISTRATION ON AGING
Department of Health and Human Services
330 Independence Avenue, S.W.
Washington, D.C. 20201

AMERICAN ASSOCIATION OF RETIRED PERSONS (AARP)
601 E. Street, N.W.
Washington, D.C. 20049

AARP FULFILLMENT CENTER
601 E Street N.W.
Washington, D.C. 20049
(202) 434-2277
* Pamphlets available, first ten are free.

AARP PROGRAM SCHEDULING OFFICE
AARP Program Resources Department/BK
1909 K Street N.W.
Washington, D.C. 20049
* Request for videotapes must be made 60 days prior to presentation date. The audiovisual library must have a signed statement of responsibility on file before processing orders.

AMERICAN CANCER SOCIETY
* Contact a local chapter of the American Cancer Society for information on receiving the free videotape, *Wellness Is Ageless*, from the Texas Association of the American Cancer Society. Also, ask about other resources which may be beneficial to this particular subject.

AMERICAN HEART ASSOCIATION, TEXAS AFFILIATE, INC.
P.O. Box 15186
Austin, TX 78761
(512) 836-7220

AMERICAN LUNG ASSOCIATION
1740 Broadway
New York, NY 10019

AMERICAN RED CROSS
- Contact the local or regional American Red Cross office for books, posters, and pamphlets.

AMERICAN SOCIETY ON AGING
833 Market Street, Suite 516
San Francisco, CA 94103
(415) 543-2617

ASSOCIATION OF CHILDHOOD EDUCATION INTERNATIONAL
11141 Georgia Avenue
Wheaton, MD 20902

CAREER BOOKS
- The following books will provide information for career exploration. To locate these books, contact your school librarian or local book store.
  - ☐ ***Career Information Center*** **(13 volumes)**
  - ☐ ***The Dictionary of Occupational Titles***
  - ☐ ***Encyclopedia of Careers and Vocational Guidance***
  - ☐ ***Occupational Outlook Handbook***
  - ☐ ***Opportunities in Gerontology Careers***

CHILDREN'S DEFENSE FUND
122 C Street, N.W.
Washington, D.C. 20001

CHILD WELFARE LEAGUE OF AMERICA, INC.
440 First Street, N.W.
Suite 310
Washington, D.C. 20001-2085
(202) 942-0308

CENTER FOR UNDERSTANDING AGING
P.O. Box 246
Southington, CT 06489

THE COUNCIL FOR EARLY CHILDHOOD PROFESSIONAL RECOGNITION
Child Development Associate National Credentialing Program
1341 G Street, N.W.
Suite 400
Washington, D.C. 20005-3105
(800) 424-4310 Fax: (202) 265-9161
- Organization that disseminates publications on child development associate credentialing.

FOOD AND DRUG ADMINISTRATION
Denver Federal Center, Bldg. 20
P.O. Box 25087
Denver, CO 80225-0087
(303) 236-3000

THE GERONTOLOGICAL SOCIETY OF AMERICA (GSA)
1275 K Street, N.W.
Suite 350
Washington, D.C. 20005-4006
(202) 842-1275

GENERATIONS TOGETHER
University Center for Social and Urban Research
University of Pittsburgh
121 University Place, Suite 300
Pittsburgh, PA 15260-5907
(412) 648-4810 Fax: (412) 648-7150

GENERATIONS UNITED
c/o Child Welfare League of America
440 First Street, N.W.
Suite 310
Washington, D.C. 20001-2085
* A coalition of over 100 national organizations on intergenerational issues and programs.

HEAD START
Department of Health and Human Services
Administration for Children and Families
Head Start Bureau
330 C Street, S.W.
Washington, D.C. 20201

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)
1509 16th Street, N.W.
Washington, D.C. 20036-1426
(800) 424-2460 or (202) 232-8777
Fax: (202) 328-1846
* Offers books, pamphlets, and videos covering topics such as:
    - accreditation
    - curriculum for pre-school, kindergarten, and primary
    - developmentally appropriate practices in preschool and primary
    - discipline
    - early childhood professions
    - parenting
    - infants and toddlers
    - multicultural education
    - physical environments

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- play
- programs and schools
- quality, compensation, and affordability
- teachers and caregivers

NATIONAL BLACK CHILD DEVELOPMENT INSTITUTE
1023 15th Street, N.W.
Suite 600
Washington, D.C. 20005

THE NATIONAL COUNCIL ON THE AGING (NCOA)
National Institute on Adult Daycare (NIAD — a part of NCOA)
600 Maryland Avenue, S.W.
West Wing 100
Washington, D.C. 20024
(203) 479-1200

NATIONAL INSTITUTE ON AGING INFORMATION CENTER
P.O. Box 8057
Gaithersburg, MD 20898-8057

NATIONAL RESOURCE CENTER ON MINORITY AGING POPULATIONS
San Diego State University Center on Aging
College of Health and Human Services
San Diego, CA 92182-0273
(619) 594-6765

NATIONAL SAFETY COUNCIL
P.O. Box 558
Itasca, IL 60143-0558
(708) 285-1121
* Pamphlets are available that address safety concerning children and elders.

PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS
701 Pennsylvania Avenue, N.W.
Suite 250
Washington, D.C. 20004
(202) 272-3421

RETIRED SENIOR VOLUNTEER PROGRAM (RSVP)
ACTION
806 Connecticut Avenue, N.W.
Washington, D.C. 20525
(800) 424-2284

TEXAS AGRICULTURAL EXTENSION SERVICE

- Contact local Texas Agricultural Extension Service for pamphlets and videotapes.

TEXAS DEPARTMENT OF HEALTH AUDIOVISUAL LIBRARY

1100 West 49th Street
Austin, TX 78756
(512) 458-7260

- Allow 10 days notice in writing for videotapes.

TEXAS DEPARTMENT OF HEALTH AND MENTAL RETARDATION

c/o Community Relations — TXMHMR
P.O. Box 12668
Austin, TX 78711
(512) 465-4540

- Single copies of pamphlets are free; small fee for additional copies.

TEXAS DEPARTMENT OF HUMAN SERVICES

- Contact the local or regional office of the Department of Human Services for booklets, general information, and minimum standards for care facilities.

TEXAS DEPARTMENT ON AGING

P.O. Box 12786
Austin, TX 78711
(512) 444-2727 or (800) 252-9240

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CONTACTS and FACILITIES

The following is a list of agencies and facilities which might be utilized for training sites, resources, learning activities, and observations for an intergenerational program.

- ☐ **Child Care Centers ***
- ☐ **Adult Care Centers ***
- ☐ **Adult Facilities (forexample, Senior Citizens Centers) ***
- ☐ **Intergenerational Care Centers ***
- ☐ **Community agencies and resources that provide services for children, the elderly, or both**
- ☐ **A network of community resource professionals relating to adult or child care areas**

* It is important to investigate each agency and facility before incorporating it into the intergenerational program. Factors to consider include the following:

  - ✓ provides developmentally-appropriate activities
  - ✓ provides a pleasant atmosphere for people and staff
  - ✓ has a trained staff
  - ✓ is licensed
  - ✓ follows health and safety regulations
  - ✓ has a convenient location

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EQUIPMENT and SUPPLIES

The following is a list of equipment and supplies a teacher might select as classroom teaching aids to enhance learning activities.

☐ **Equipment**
- walker with wheels
- walker without wheels
- crutches
- temperature thermometer
- digital ear thermometer
- variety of walking canes
- wheelchair

☐ **Recreation**
- children's music books
- children's game books
- music books for the elderly
- game books for the elderly
- social and recreational activity books for the elderly

☐ **Samples**
- a variety of record forms from child and adult care centers
- sample schedules from several adult and child care businesses or centers
- policies from several child care and adult care businesses or centers
- a variety of job applications

☐ **Miscellaneous**
- wooden blocks
- puzzles
- food models
- catalogs containing pictures, descriptions, and current prices of equipment for child care or elder facilities
- an assortment of catalogs featuring equipment for various needs and ages
- books for planning nutritious meals and snacks for children and the elderly
- video cassette recorder
- adaptive eating equipment
- appropriate exercise videos for children and elders
- articles from newspapers and magazines that relate to accidents or emergencies involving children or elders
- newspaper articles about recent accidents in homes or in the community

Teaching Aids

Some Characteristics of the Intergenerational Caregiving Professional

cheerful

communicative

cooperative

courteous

dependable

flexible

honest

loyal

confidential

well-groomed

patient

positive attitude toward children and elders

quality care provided to all individuals

respectful of others

responsible

self-respecting

sincere

trustworthy

TA 2

Self-evaluation of Caregiver Characteristics

Answer the following questions honestly to evaluate your interests and performance as a caregiver. Place a ✓ in the column to indicate your answer.

	Yes	No
1. Am I neat in my personal appearance and work?	☐	☐
2. Am I punctual?	☐	☐
3. Do I apply myself to the job without being easily bored or distracted?	☐	☐
4. Do I adapt to new and unexpected situations easily?	☐	☐
5. Can I work under pressure without becoming nervous and upset?	☐	☐
6. Do I have confidence in my abilities?	☐	☐
7. Am I emotionally stable and capable of taking things in stride?	☐	☐
8. Do I have enough initiative to be able to work on my own without waiting to be told what to do?	☐	☐
9. Are my job plans in keeping with my own capacities and the opportunities employers have to offer?	☐	☐
10. Do I have a sense of duty and responsibility?	☐	☐
11. Am I reliable? Could I be depended on to do a job satisfactorily?	☐	☐
12. Do I have the friendship and respect of fellow workers?	☐	☐
13. Do I cooperate with fellow workers?	☐	☐
14. Do I cooperate with supervisory personnel and management?	☐	☐
15. Do I follow directions willingly and without argument because I respect authority?	☐	☐
16. Do I accurately carry out instructions?	☐	☐
17. Can I accept criticism without feeling hurt?	☐	☐
18. Do I ask questions about things I do not understand?	☐	☐
19. Do I complete a job once I start it?	☐	☐
20. Am I honest?	☐	☐
21. Am I a pleasant person to work with?	☐	☐
22. Do I like people?	☐	☐
23. Am I friendly and pleasant to be with?	☐	☐
24. Do I enjoy activities with children?	☐	☐
25. Do I enjoy activities with elders?	☐	☐
26. Do I read materials concerning the teaching of small children?	☐	☐
27. Do I read materials about working with senior adults?	☐	☐

- ▲ If you answered *yes* to most of the questions, you can become a successful caregiver. All you need are the necessary skills and training.
- ▲ If you answered *no* to a number of the questions, you may need to strengthen some of your abilities in order to become an effective caregiver.

Definition of Ethics

Ethics may be described as the moral conduct that is expected of all persons working within a profession. It includes the knowledge and practice of right and wrong, confidentiality, and moral behavior. Ethical behavior involves kindness and providing equal care for all.

Code of Ethics

Employability Terms

Benefits

Employment Objective

Follow-up Letter

Job Application

Job Interview

Job Lead

Letter of Application

Letter of Resignation

Placement Service

Private Employment Agency

Qualifications

References

Résumé

Job Termination

State Employment Agency

TA 5 — Answer Key

Definitions of Employability Terms

Benefits	Indirect forms of payment for work other than money. Legally-required benefits that employees receive include social security, unemployment insurance, and family leave (available to employees of organizations with more than 50 employees). Many employees receive additional benefits that are not required by law such as paid vacation and sick leave, holidays, profit sharing and retirement programs, child care options/programs, and cafeteria-style plans. Worker's compensation is a benefit that is optional to employers in Texas. However, worker's compensation is required by law in some states. Health insurance is an additional benefit not currently required by law (as of February 1994). It is possible that sometime in the future, health insurance may become a legally-required benefit.
Employment Objective	A one or two sentence statement that clearly and concisely states the type of position being sought and any personal preferences such as "afternoons only."
Private Employment Agency	A business that charges a fee for assisting job seekers with a job search; the fee may be paid by the job applicant or the employer depending on prior negotiations.
Follow-up Letter	A letter that an individual writes after an interview to show her or his appreciation for the interview.
Job Application	A form completed by prospective employees to provide factual information involving education, past work experiences, skills, and personal characteristics; the job application is used in addition to the résumé.
Job Interview	The actual meeting between the employer/interviewer and the prospective employee. The purpose of the job interview is to allow the employer/interviewer to evaluate the job applicant in person and to provide the job applicant the opportunity to ask questions about the position.
Job Lead	Information concerning prospective job openings and employers. Sources for job leads may include friends, relatives, school counselors, help-wanted ads, and employment services.
Letter of Application	A letter that is sent to an employer to apply for a job. The letter of application, or cover letter, may also be used when mailing a résumé to a prospective employer.
Letter of Resignation	A written notice of intent to leave a job. The letter of resignation should be given to the immediate supervisor two to four weeks in advance of the termination.
Placement Service	A service provided by schools, colleges, and universities to assist students with locating full-time and part-time employment.
Qualifications	The educational achievements, skills, aptitudes, interests, and abilities that make a person eligible to fulfill a position and perform the duties and tasks that are required. Appropriate certification and licensure is required in some professions.
References	The names of responsible adults who are acquainted with the job applicant and can provide the prospective employer with information regarding the applicant's past work experience, character, skills, and aptitudes.
Résumé	A brief written history of a person's qualifications for employment, including education and work experience.
Job Termination	A person's decision to terminate, or leave, his or her job. The decision to leave a job should be made very carefully and individuals should try to leave on good terms and with a positive attitude.
State Employment Agency	A government agency that assists job seekers with finding employment within their community. This agency is financed by public funds and there is no charge for services. The Texas Employment Commission is Texas' employment agency, and it has offices in many locations across the state.

Guidelines for Writing Résumés

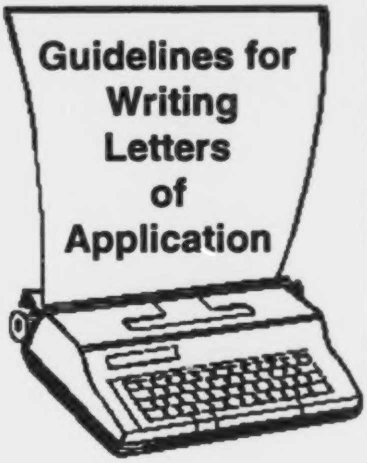
The following guidelines should be observed when writing a résumé:

- Type the résumé. Use one inch margins and double-space between paragraphs. A résumé should be one standard (8 1/2" x 11") page in length. It is not acceptable to present a résumé in handwritten form.
- Check the résumé for spelling and grammatical errors.
- Use action verbs to describe job duties. Examples of action verbs include the following: *design, compose, develop, maintain, schedule, supervise, plan, prepare,* and *monitor.*
- Include information relevant to the position being sought.
- List the most recent accomplishments first in the work experience and education sections of the résumé.
- Use a positive style of writing. Emphasize accomplishments rather than failures.

Sample Résumé

	Chris Fowler 2525 37th Street Dallas, Texas, 78880 (531) 279-0732	
Employment Objective	Child care worker; available afternoons, weekends, and during school breaks	
Education	1991-present	North High School; Dallas, Texas
	Honors:	Honor student, "A" average North High School Student of the Year, 1992
Work Experience	1991-1993	Volunteered on weekends A-1 Child Care Center Dallas, Texas
	Summer 1992	Provided customer service (Giftwrapper) Smith's Gift Shop Dallas, Texas
Activities	Yearbook Editor Basketball Youth Fellowship	Student Council FHA
References	Available upon request.	

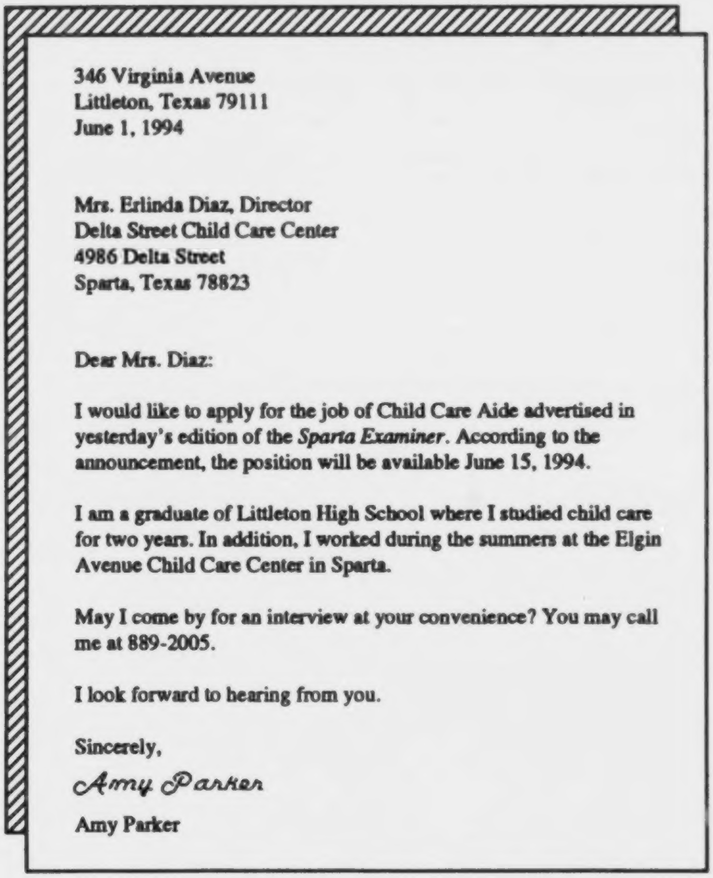
TA 7



Guidelines for Writing Letters of Application

✉ A ***letter of application*** is sent on the following occasions:
- When answering a newspaper want ad
- As a cover letter when mailing a résumé to a prospective employer
- When contacting an employer who lives in another city

✉ Guidelines for writing letters of application are as follows:
- Type the letters of application on good quality, letter-sized (8 1/2" x 11") white or off-white paper. The letter should be neat in appearance, and there should be no typing or grammatical errors.
- Use the correct name and title of the person to whom you are writing.
- Indicate the position for which you are applying.
- If applicable, mention the name of a person who has referred you to the employer.
- Explain why you would be of value to the employer.
- In closing, request an interview.
- Keep the letter short and concise. An application letter should be one page long.
- Include your name, address, and phone number so the employer knows where to contact you.



346 Virginia Avenue
Littleton, Texas 79111
June 1, 1994

Mrs. Erlinda Diaz, Director
Delta Street Child Care Center
4986 Delta Street
Sparta, Texas 78823

Dear Mrs. Diaz:

I would like to apply for the job of Child Care Aide advertised in yesterday's edition of the *Sparta Examiner*. According to the announcement, the position will be available June 15, 1994.

I am a graduate of Littleton High School where I studied child care for two years. In addition, I worked during the summers at the Elgin Avenue Child Care Center in Sparta.

May I come by for an interview at your convenience? You may call me at 889-2005.

I look forward to hearing from you.

Sincerely,

Amy Parker

Amy Parker

TA 8

Guidelines for Completing Job Applications

A ***job application*** must be completed neatly and precisely. The following suggestions can help an individual complete an effective job application. Read the entire application to make sure all questions are understood.

- Follow the instructions carefully.
- Print or write neatly and clearly.
- Use an ink pen, preferably black.
- Answer each question. Do not leave questions blank. If a question does not apply to you, write NA (not applicable) in the space, or draw a line through the space.
- Spell correctly. Use your list of facts to check the spelling of names of past employers and references.
- Answer all questions honestly.
- Include area codes and zip codes in all telephone numbers and addresses that are requested.
- Use the word *open* or *negotiable* to answer questions regarding expected salary.
- List all part-time and full-time jobs you have had. Always avoid negative comments when reasons for leaving are requested.
- Emphasize special courses, experiences, on-the-job training, or hobbies that have provided skills necessary for the position.
- Include any special licenses held or certificates received.

In order to be prepared to provide a factual account of information involving past work experiences, education, personal characteristics, and skills, an individual should prepare a list of these facts to refer to when completing the job application. The list should include the following information:

- Social security number
- References (names, job titles, addresses, and telephone numbers)
- Former employers (names, job titles, addresses, telephone numbers, and dates of employment)
- Record of education (courses taken and grades received or a transcript)
- Community or school activities, honors, skills, hobbies, and interests

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TA 9

Sample Job Application

Complete this job application form as completely, neatly, and accurately as possible.

General Information

Date: ________ Last Name: ________________ First Name: ________________ MI: ____
Home phone: ____________ Street Address: ________________________
City: ____________ State: ____________ Zip: ____________
Social Security Number: ____________

Name of someone who can be contacted
in the case of an emergency: ________________________
Phone number: ____________

Employment History

From: ______ To: ______
Employer: ________________
Address: ________________
Supervisor's Name: ________________
Duties Performed: ________________
____
____
Reason for Leaving: ________________

From: ______ To: ______
Employer: ________________
Address: ________________
Supervisor's Name: ________________
Duties Performed: ________________
____
____
Reason for Leaving: ________________

Education

Name of School: ________________
Address: ________________
Date of Graduation: ________________
Degree Received: ________________

Name of School: ________________
Address: ________________
Date of Graduation: ________________
Degree Received: ________________

Other Information

List any awards, special talents, or interests you have.
____
____

List the names, addresses, and phone numbers of three references (not related to you):
1. ________________________________
2. ________________________________
3. ________________________________

Date available for employment: ________________________

List skills and training in which you have experience.
____
____
____
____

I acknowledge that the above information is true to the best of my knowledge.

Signature ________________ Date ________________

Sample Follow-up Letter

2456 Creekmore Lane
Topper, Texas 70047
July 15, 1993

Mrs. Consuela Gomez
Fiesta Child Care Center
7833 Hooper Street
Topper, Texas 70047

Dear Mrs. Gomez:

Thank you for the time you spent interviewing me for the child care aide position at Fiesta Child Care Center. After discussing this job with you, I am very interested in the job at the child care center. I believe my home economics classes and my volunteer experience at the Caldwell Community Center nursery have prepared me well for this type of job.

If you need any additional information, please contact me at the above address or at (806) 045-4859.

Sincerely,

Luke Turner

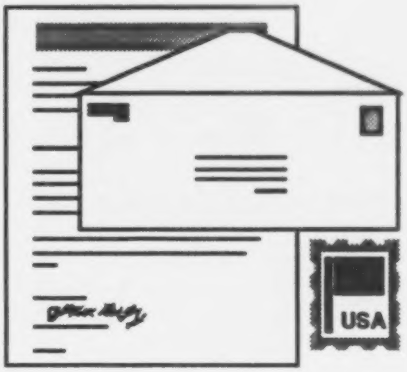
Luke Turner

TA 11

Guidelines for Terminating Employment

There are many reasons to terminate, or leave, a job. The decision to terminate a job should be made carefully. When an individual decides to leave a job, he or she should try to leave on good terms. Guidelines for a positive termination include the following:

- A notice of intent to leave a job should be given to the immediate supervisor.
- A letter of resignation (a written notice) should be given if required by company policy.
- Notice of termination should be given soon enough for the employer to find a replacement by the time the job is vacated.
- It is customary to give at least a two-week notice or a four-week notice if the employee is paid once a month.



Tips for writing a letter of resignation:

Tell when you want to quit the job.

Thank the employer for her or his help.

Tell why you are quitting if appropriate. (*optional*)

Tell where you will be working in the future. (*optional*)

Type a neat, concise letter following a business format.

Productive Work Habits and Attitudes

Productive Work Habits

Productive work habits require an employee's individual attention and best effort. The following guidelines will help an individual develop effective work habits important for quality performance on the job.

- **Use Time Effectively**
  Individuals should avoid misusing time when they are scheduled to work. Personal phone calls are a misuse of work time and should be kept to a minimum. Idleness, gossiping, visiting, and disorderly conduct represent wastes of time. In addition, misuse of time interferes with others who are trying to complete their work.

- **Use Proper Language**
  Individuals should use standard grammar and learn to use the correct terminology of the field in which they are employed. Cursing, crude gestures, and discourteous or sarcastic language are inappropriate on any job.

- **Be cooperative**
  Individuals should cooperate with employers, co-workers, and the general public. Individuals should express a willingness to accept guidance and advice. When others seek one's help, it should be given willingly. Working as a team enhances productivity on the job.

Productive Work Attitudes

Individuals should have a positive attitude and continually work to develop and maintain emotional stability. Productive work attitudes include being cheerful, honest, sympathetic, and considerate of others. Desirable characteristics which promote positive work attitudes include the following:

- **Accuracy**—being careful and consistently avoiding mistakes
- **Alertness**—understanding and meeting changing conditions
- **Courtesy**—being polite and considerate and cooperating with others
- **Empathy**—being aware of and understanding another's feelings
- **Flexibility**—adjusting to meet new needs or changing situations
- **Friendliness**—displaying a warm and outgoing attitude toward others
- **Honesty**—showing fairness and being straightforward in conduct
- **Initiative**—being a self-starter rather than waiting to be told what to do
- **Kindness**—giving respect and consideration to others
- **Loyalty**—displaying faith and confidence in another person
- **Patience**—bearing provocation, annoyance, misfortune, and disagreement without complaint, loss of temper, or irritation
- **Pride in work**—the degree of self-esteem and self-respect an individual feels toward his or her work
- **Responsibility**—accepting obligations, answering for one's conduct and actions, and deserving the trust or confidence of others
- **Stability**—understanding pressure and remaining calm during crises
- **Sympathy**—sharing the feelings of another, especially in sorrowful or troublesome situations
- **Tactfulness**—doing and saying the right thing at the right time
- **Tolerance**—having a fair and objective attitude toward individuals whose opinions, practices, race, religion, culture, or nationality differ from one's own

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Personal Evaluation of Behaviors Needed for Job Success

Rate your potential for success by placing a √ in the column that best describes your behavior in each situation.

Do you...	Usually	Sometimes	Rarely
▸ follow directions?	☐	☐	☐
▸ refrain from gossip?	☐	☐	☐
▸ volunteer help when needed?	☐	☐	☐
▸ refrain from destructive criticism?	☐	☐	☐
▸ accept criticism without anger?	☐	☐	☐
▸ participate in group activities?	☐	☐	☐
▸ do your share of any job or activity?	☐	☐	☐
▸ listen to others?	☐	☐	☐
▸ follow the rules of the group?	☐	☐	☐
▸ enjoy children?	☐	☐	☐
▸ adapt to changing situations?	☐	☐	☐
▸ accept those who's views differ from yours?	☐	☐	☐
▸ have a sense of humor?	☐	☐	☐
▸ accept people of other ethnic backgrounds?	☐	☐	☐

Reprinted from: Child Care and Guidance, Management, and Services Curriculum Guide, TA 15. (1992). Lubbock, TX: Home Economics Curriculum Center, Texas Tech University.

Exercising Self-control

***Self-control** involves keeping emotions intact and avoiding letting emotions dictate actions. Expressing anger, becoming defensive, or jumping to conclusions about others are expressions of emotions that are not appropriate for the workplace. Employers expect employees to exercise self-control while on the job.*

Directions: Complete each sentence below. Next, explain how you could control each emotion.

1. I feel angry when

   I could control this emotion by

2. I feel annoyed when

   I could control this emotion by

3. I feel frustrated when

   I could control this emotion by

4. I feel furious when

   I could control this emotion by

5. I feel impatient when

   I could control this emotion by

TA 15a

Career Investigation

Job Title: ______________________

What training or education is required? Where would you have to go to get the required education and training?

List the duties and activities that would be performed for this job.

Describe the work environment for this job.

What skills and talents are required for the job?

Relate your goals, interests, and values to this job. Why would you receive job satisfaction from this occupation?

What are the physical limitations for this job? (Examples: good physical health, vision, etc.)

What is the job outlook for this occupation and others in this field?

List the starting salary for this job. What opportunities exist for advancement in position and salary?

Discuss the rewards of this job such as salary, work schedule, travel, environment, etc.

What steps are you taking to prepare for this career?

Are jobs in this field available in the community where you live? If you must relocate, where would you have to go to find employment in this occupation?

Discuss the courses taken in high school that will help prepare you for this career.

Intergenerational Professions Career Pathway

High School Diploma

Associate's Degree (AA, AAS)

Bachelor's Degree (BS or BA)

Master's Degree (MS or MA)

Doctor of Philosophy (Ph.D.)

TA 16

Legislation and the Workplace

Affirmative Action Programs

Age Discrimination in Employment Act

Americans with Disabilities Act

Equal Employment Opportunity Act

Equal Pay Act

Fair Labor Standards Act

Hazard Communication Standard

Occupational Safety and Health Administration Act

Rehabilitation Act of 1973

Right-to-Work Law

Title VII of the Civil Rights Act of 1964

Worker's Compensation Law

Legislation and the Workplace

Affirmative Action Programs: Programs designed to involve special efforts to end existing and past discrimination by hiring and promoting women, members of minority groups, people with disabilities, and Vietnam War veterans. This type of program is required in most businesses with government contracts on federal, state, and local levels. Each program develops a plan including: how to end discrimination within companies, setting goals and timetables for this to be done, and plans for recruiting women and minority groups.

Age Discrimination in Employment Act: Act that forbids age discrimination in employment against people forty years old or older.

Americans with Disabilities Act (ADA): ADA was designed to prevent discrimination in any form against people with special needs. This act was signed into law on July 26, 1990, and has been the most significant law for people with special needs. This act mandated that private businesses hire people with disabilities if they are qualified for the job.

Equal Employment Opportunity Act: Act that prohibits job discrimination because of race, color, religion, gender, national origin, age, or disabilities. The Equal Employment Opportunity Commission investigates complaints of job discrimination by public and private employers, labor unions, and employment agencies.

Equal Pay Act: Act that requires equal pay for men and women within the same organization doing the same job.

Fair Labor Standards Act: Law that established minimum wage and the length of the standard work week; banned the employment of children less than fourteen years old, except for certain agricultural jobs; prohibited children fourteen or fifteen years old from working in factories or during school hours; and stated that people less than eighteen years old may not work in jobs declared hazardous by the U.S. Secretary of Labor.

Hazard Communication Standard: Standard set by the Occupational Safety and Health Administration (OSHA) that establishes guidelines pertaining to hazardous communication. Employers are responsible for a written hazard communication plan that includes container labeling, material safety data sheets, and an employee training program.

Occupational Safety and Health Administration (OSHA) Act: Act that established the Occupational Safety and Health Administration, which is an agency of the United States Department of Labor that develops and enforces job safety and health regulations for working conditions. The agency also works to educate employers and employees about industrial hazards.

Rehabilitation Act of 1973: Act that forbids discriminatory treatment of any aged person with disabilities enrolled in any programs or activities receiving government funds. The legislation also required many federally-funded businesses to try and hire qualified people with disabilities.

Right-to-Work Law: Law that states that a person need not belong to a labor union to get or keep a job, and a person may not be denied a job because of union membership.

Title VII of the Civil Rights Act of 1964: Legislation prohibiting employment discrimination on the basis of race, color, sex, religion, and national origin. It applies to employers with fifteen or more employees.

Worker's Compensation Law: Each state's worker compensation law varies in provisions and administration, but basically the laws provide compensation and medical care for injured workers and death benefits and pensions for the dependents of workers killed on the job. Each state must have worker's compensation. Employers bear the cost of workers' compensation benefits.

Business Letters and Official Correspondence

The following is a list of guidelines for writing business letters and official correspondence:

- **Type the letter on good quality, letter-sized (8 1/2" x 11") white or off-white paper. Make sure that the letter is neat in appearance; avoid typing and grammatical errors.**

- **Use the correct form of address (title) of the person to whom you are writing:**

  Business letters: Dear Mr. Barker: (follow the name with a colon)

  Official letters:

  √ United States Senator
  The Honorable Thomas Payne
  The Honorable Lydia Payne
  United States Senate
  Washington, DC 20510
  Dear Senator:
  or Dear Senator Payne:

  √ United States Representative
  The Honorable Lydia Payne
  The Honorable Thomas Payne
  House of Representatives
  Washington, DC 20515
  Dear Ms., Mrs., or Mr. Payne:
  or Dear Representative Payne:
  or Dear Congresswoman Payne:
  or Dear Congressman Payne:

  √ State Senator *or* Representative
  The Honorable Thomas Payne
  The Honorable Lydia Payne
  Dear Sir or Madam:
  or Dear Senator Payne:
  or Dear Representative Payne:

  √ Governor of a State
  The Honorable Lydia Payne
  The Honorable Thomas Payne
  Dear Madam or Sir:
  or Dear Governor Payne:

- **Include your return address so the business person or government official knows where to contact you. If you are writing on letterhead stationery, your address will already be printed on the letterhead.**

- **Include a one-line summary/phrase of the subject of the letter.**

- **Use personal pronouns such as *I*, *we*, and *you* to emphasize the business or official relationship.**

- **Close the letter using *Sincerely yours*.**

- **Identify at the bottom of the letter any enclosures or carbon copies of the letter.**

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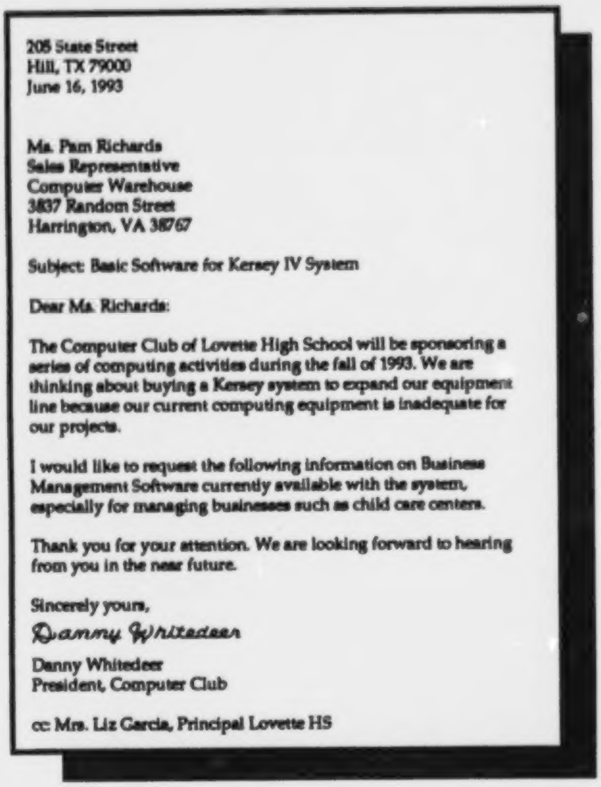
Business Letters and Official Correspondence



205 State Street
Hill, TX 79000
June 16, 1993

Ms. Pam Richards
Sales Representative
Computer Warehouse
3837 Random Street
Harrington, VA 38767

Subject: Basic Software for Kersey IV System

Dear Ms. Richards:

The Computer Club of Lovette High School will be sponsoring a series of computing activities during the fall of 1993. We are thinking about buying a Kersey system to expand our equipment line because our current computing equipment is inadequate for our projects.

I would like to request the following information on Business Management Software currently available with the system, especially for managing businesses such as child care centers.

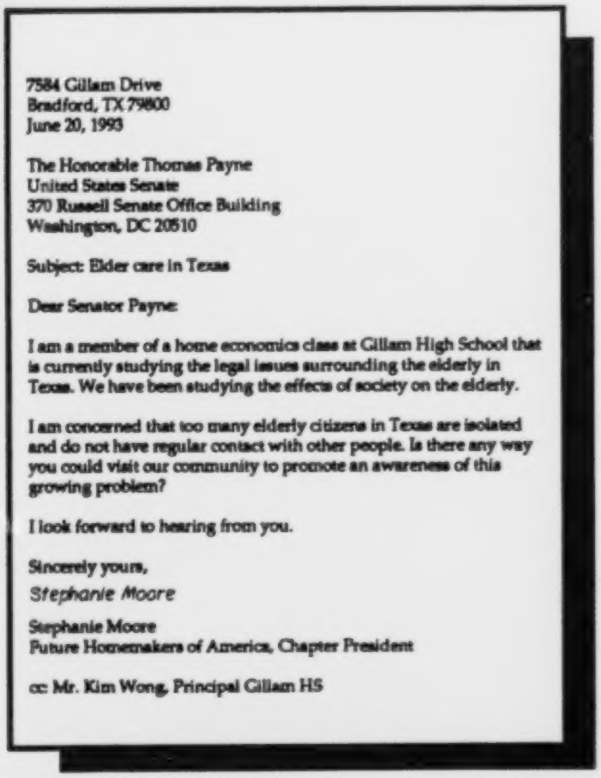
Thank you for your attention. We are looking forward to hearing from you in the near future.

Sincerely yours,

Danny Whitedeer

Danny Whitedeer
President, Computer Club

cc: Mrs. Liz Garcia, Principal Lovette HS



7584 Gillam Drive
Bradford, TX 79800
June 20, 1993

The Honorable Thomas Payne
United States Senate
370 Russell Senate Office Building
Washington, DC 20510

Subject: Elder care in Texas

Dear Senator Payne:

I am a member of a home economics class at Gillam High School that is currently studying the legal issues surrounding the elderly in Texas. We have been studying the effects of society on the elderly.

I am concerned that too many elderly citizens in Texas are isolated and do not have regular contact with other people. Is there any way you could visit our community to promote an awareness of this growing problem?

I look forward to hearing from you.

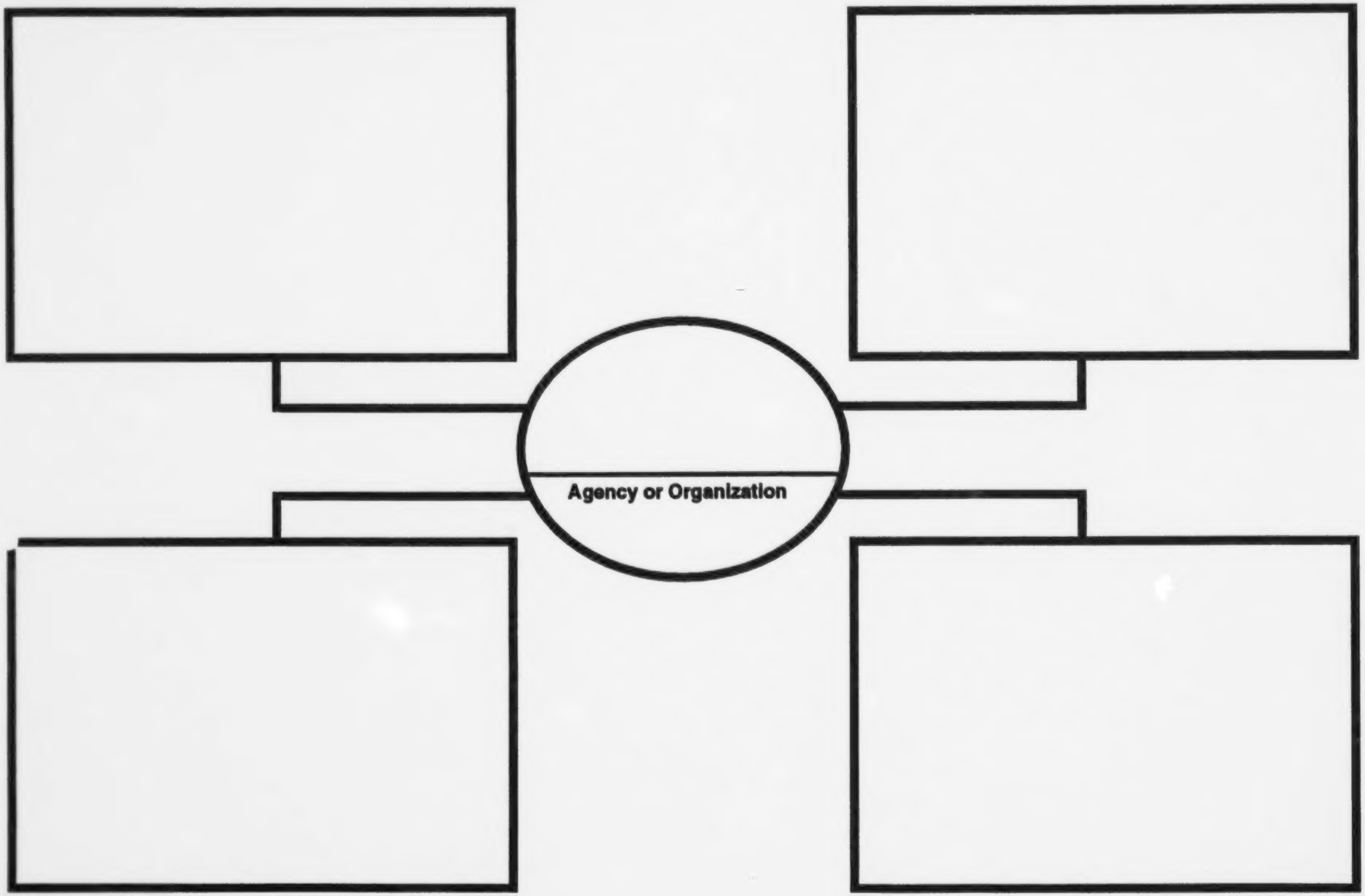
Sincerely yours,

Stephanie Moore

Stephanie Moore
Future Homemakers of America, Chapter President

cc: Mr. Kim Wong, Principal Gillam HS

Researching Agencies and Organizations


Agency or Organization

Supporters of Adult Quality Care

General Resources

☆ **Administration on Aging:** (AOA) A federal agency that develops programs and coordinates services for the elderly such as a network of State Agencies on Aging and Area Agencies on Aging that offer programs in homemaking, nutrition, housing, employment, counseling, legal aid, transportation, consumer affairs and health promotion and fitness.

☆ **American Association of Retired Persons:** (AARP) A national organization consisting of over 30 million members who are 50 years old and older with local chapters. AARP is committed to improving the quality of life for the elderly with services such as education on crime prevention, consumer protection, defensive driving, and income tax preparation; and group insurance programs including long-term care insurance, mail-order pharmacy services at discounted rates, investment programs, and travel services.

☆ **American Red Cross:** A supporter of local chapters in providing health education programs, health screening programs, blood services, and disaster relief. Services for the elderly include programs in retirement planning, crime prevention, safety, telephone reassurance, health screening, home visitation, and home nursing care instruction; and courses on healthy lifestyles, first aid, CPR, swimming, lifesaving, and family health.

☆ **American Society on Aging:** (ASA) A nonprofit national membership organization to inform the public and health professionals about issues affecting the quality of life of the elderly such as information on long-term care, health care needs of elderly women, employment, and retirement planning.

☆ **Elderhostel:** A nonprofit organization that sponsors educational programs for the elderly, 60 years and older. Elderhostel publishes a catalog three times a year. Seminars and courses are offered at affordable costs in colleges and universities in the United States and abroad.

☆ **Health Insurance Association of America:** (HIAA) HIAA provides public information about health insurance companies and insurance coverage including supplementary Medicare insurance.

☆ **National Association of Area Agencies on Aging:** (NAAAA) NAAAA represents 670 local Area Agencies on Aging of the Administration on Aging that offer services for the elderly including transportation, nutrition, senior center activities, shopping assistance, pre-retirement counseling, and information/referral programs.

☆ **National Association of State Units on Aging:** (NASUA) A public interest group funded by the Administration on Aging to provide technical assistance and support to State Units on Aging. Services include information on programs and services for the elderly available through State Units on Aging including older worker programs, job training/placement, and transportation.

- ☆ **National Consumers League:** A private nonprofit organization that educates consumers and brings consumer concerns to the attention of government and industry decision makers. Services include material on Medicare and supplemental health insurance for the elderly.

- ☆ **National Council of Senior Citizens:** A nonprofit association of clubs, councils and other community groups. Services include information about legislation of interest to older adults, federal programs for the elderly, Medicare and Social Security benefits, and employment and housing programs for the elderly. Membership benefits include Medicare supplemental health insurance, prescription medications at reduced prices, and discounted travel services.

- ☆ **National Council on the Aging:** (NCOA) A nonprofit national membership organization for professionals and volunteers that consist of many subgroups such as National Institute of Adult Daycare, National Center of Rural Aging, and Retirement Planning Program. Services include information on training programs for the elderly, services for frail elderly living in their own home, assuring access to health and social services, and increasing elder participation in artistic and cultural programs.

- ☆ **YMCAs and YWCAs:** Local facilities provide a wide-range of leisure and physical fitness programs for the elderly.

Organizations Addressing Special Health Needs

- ☆ **Alzheimer's Association:** Voluntary organization that sponsors public education programs and supportive services for Alzheimer's disease patients and their families. Services include a 24-hour hotline.

- ☆ **American Association for Geriatric Psychiatry:** An organization of psychiatrists who have interest in mental health care for the elderly.

- ☆ **American Foundation for the Blind:** This organization develops and provides programs and services for people who are blind or visually impaired.

- ☆ **American Occupational Therapy Association:** (AOTA) A national membership organization for occupational therapy practitioners who provide services for the elderly to enable them to adapt to aging, increase functional independence, prevent disability, and maintain wellness.

- ☆ **American Physical Therapy Association:** (APTA) A national membership organization of health professionals who help patients recover the greatest possible function following an injury, a stroke, or another illness.

- ☆ **Arthritis Foundation:** A national voluntary organization with local chapters that distribute information to the public about arthritis and rheumatic disease.

- ☆ ***American Speech-Language and Hearing Association:*** (ASHA) A professional society that supports the study of communication and the treatment of communication disorders.

- ☆ ***National Stroke Association:*** This association provides information about stroke and offers supportive services to people who have had strokes.

- ☆ ***Self-Help for Hard of Hearing People:*** (SHHH) A nonprofit organization concerned with the welfare of people with hearing impairments.

In-Home Support

- ☆ ***National Association for Home Care:*** (NAHC) A professional organization representing agencies that provide home care services such as hospice programs and homemaker/home health aide agencies.

- ☆ ***National Association of Meal Programs:*** A national association of professionals and volunteers who provide meals to individuals who are homebound.

- ☆ ***Aging Network Services:*** A national for-profit organization that is a network of private practice social workers who serve as care managers for elderly parents who live apart from adult children. Provides assistance with daily living activities such as shopping, housekeeping, transportation, and communication with out-of-town family members.

Adapted from a pamphlet entitled *Adapting to Aging*, printed by the American Occupational Therapy Foundation, Rockville, MD.

Types of Child and Adult Care Settings

Category	Type	Description

SPACE REQUIREMENTS FOR CHILD CARE CENTERS

Space	Amount of Space Required	
	40 Children	75 Children
Indoor Learning Area		
• 35 square feet (sq. ft.)/child, minimum	1,400 sq. ft.	2,625 sq. ft.
• 50 sq. ft./child, desirable	2,000 sq. ft.	3,750 sq. ft.
Outdoor Learning Area		
• 75 sq. ft./child, minimum	3,000 sq. ft.	5,625 sq. ft.
• 125 sq. ft./child, desirable	5,000 sq. ft.	9,375 sq. ft.
Total Building Size		
• 72 sq. ft./child, minimum	2,880 sq. ft.	5,400 sq. ft.
• 100 sq. ft./child, desirable	4,000 sq. ft.	7,500 sq. ft.
Site (Lot) Size		
• 200 sq. ft./child, minimum	8,000 sq. ft.	15,000 sq. ft.
• 350 sq. ft./child, desirable	14,000 sq. ft.	26,250 sq. ft.

FOUR BASIC SAFETY PRINCIPLES

Recognize the source of danger.

Remove items that are dangerous.

Control the source of danger if it is not removable.

Refrain from adding any new sources of danger.

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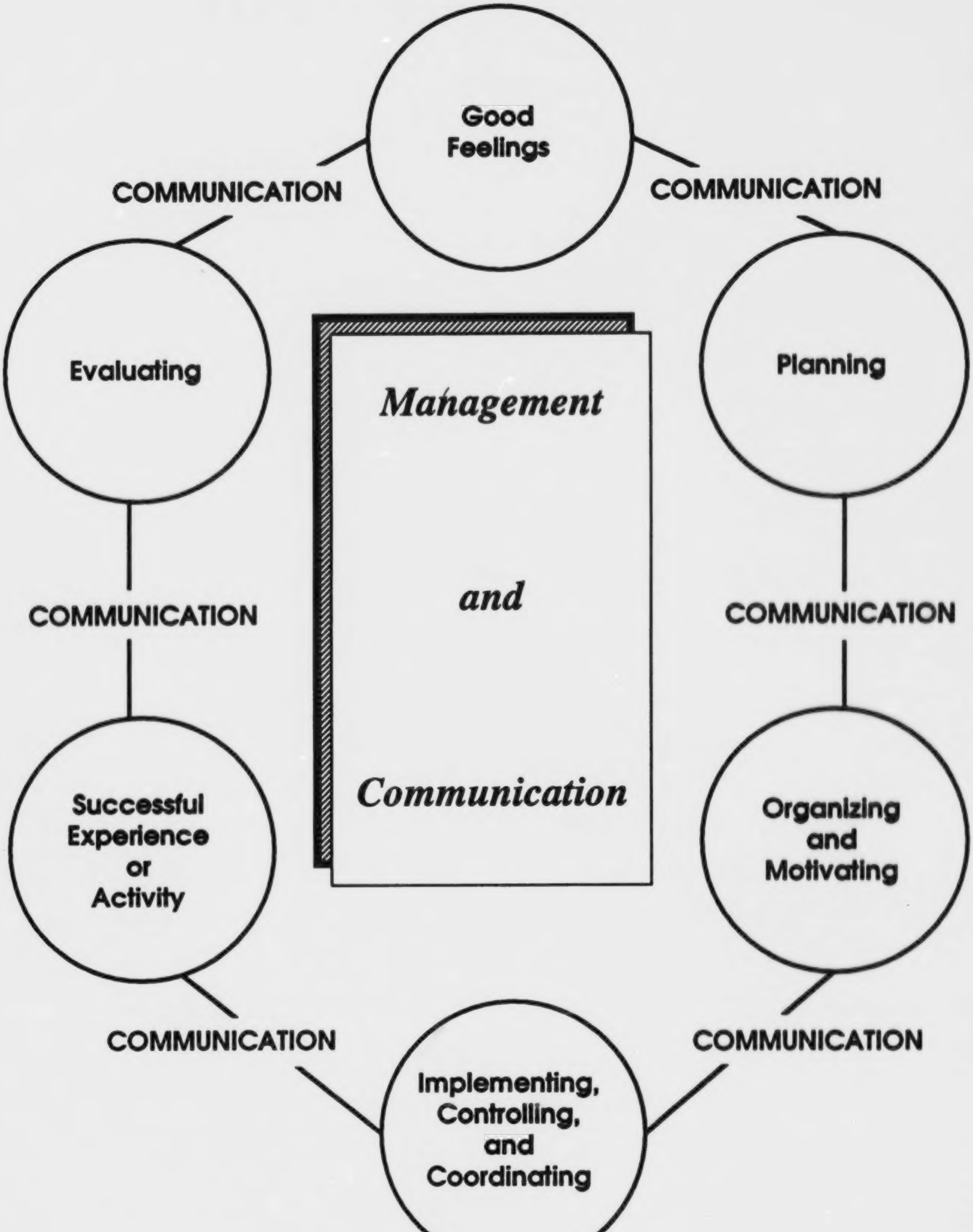

Management

and

Communication

Good Feelings

COMMUNICATION

Planning

COMMUNICATION

Organizing and Motivating

COMMUNICATION

Implementing, Controlling, and Coordinating

COMMUNICATION

Successful Experience or Activity

COMMUNICATION

Evaluating

COMMUNICATION

IMPROVING YOUR COMMUNICATION SKILLS

Positive Communication

- good posture
- a pat on the back
- pleasant greetings
- a smile
- eye contact
- a nod
- pleasant facial expressions
- quiet voices
- relaxed atmosphere
- patient responses
- praise
- a caring attitude

Negative Communication

- stiff, tense, or uptight posture
- an angry look
- no eye contact
- rolling eyes
- tense facial expressions
- loud voices
- tense atmosphere
- criticism
- little or no praise
- a feeling of distance

Communication Activity—Geometric Designs

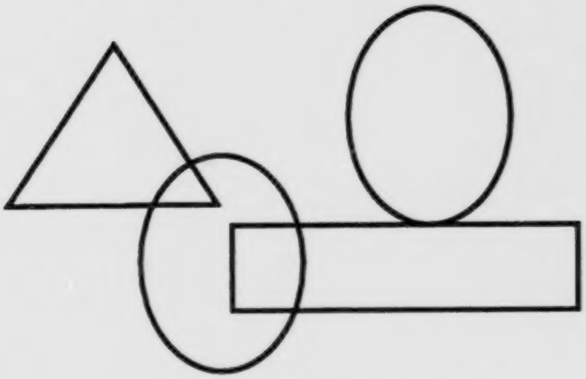

Figure 1

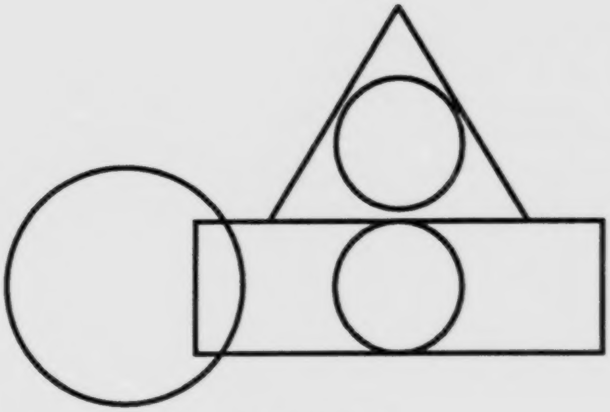

Figure 2

Effective Communication Skills

Communication is the process of exchanging messages, information, or ideas. Effective communication requires skills in speaking and listening. To be a good listener, one must concentrate on what is being said at all times. A good listener does not become distracted and never interrupts the speaker. Speaking skills involve using standard grammar, speaking clearly, and conveying a friendly tone of voice.

Using the Telephone

In the workplace, an important channel of verbal communication is the telephone. Guidelines for using the telephone include the following:

- Improve voice quality.
    - Display alertness.
    - Be expressive.
    - Talk naturally.
    - Use a pleasant tone of voice.
    - Reflect friendliness.
    - Speak clearly and distinctly.

- Be courteous.
    - Offer a polite greeting.
    - Offer to be of service to the caller.
    - Use good listening skills.
    - Use the caller's name when appropriate.
    - Apologize when necessary (for errors or delays).
    - Acknowledge the caller's comments.

- Improve outgoing calls.
    - Write down the telephone number being called and dial correctly.
    - Identify yourself promptly.
    - Clearly state the purpose of the call.
    - Close the call politely.

- Communicate effectively when answering the telephone for others.
    - Answer promptly.
    - Identify yourself and the company.
    - Offer to assist the caller if the person called is unavailable.
    - Write down the name and telephone number of the caller and take a message.

- Handle complaints effectively.
    - Listen attentively and with understanding.
    - Avoid blaming problems on others.
    - Take accurate notes.
    - Maintain control and poise.
    - Take needed action.
    - Remain calm and courteous.

Adapted from *Six Tips for Friendly and Effective Telephoning*, Southwestern Bell Telephone System.

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ONE-ON-ONE COMMUNICATION

Effective verbal communication is important when dealing one-on-one with fellow employees, employers, and customers or clients. Guidelines for effective one-on-one communication include the following:

- Offer advice in a helpful and pleasant way.
- Give directions or instructions clearly with a firm, reassuring tone of voice.
- Give information that is accurate and clear.
- Use a friendly, pleasant, and understanding tone of voice when dealing with others.
- Use standard grammar at all times.
- Be considerate of individuals who have hearing impairments or have difficulty understanding the English language.

Case Study:
Telephone Communication

Directions: Read the case study below. Answer the questions in the space provided.

Tim has been employed at the Colonial Oaks Rehabilitation Center for one month. He has enjoyed working with the elderly and special needs individuals. Tim was busy filing records when the telephone rang. He let it ring several times before answering it. When he answered the telephone, he identified himself and the center. The caller was the daughter of an individual at the center, her father had become dehydrated, and she wanted to talk to the nurse in charge of her father's floor. She was very angry. Tim said he would give the message to the appropriate nurse and thanked the caller. He then dismissed her so he could get back to filing the records for the day.

1. In what ways did Tim violate the guidelines for using the telephone?

2. Which guidelines for using the telephone did Tim follow?

3. How would you have handled the telephone call?

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Guidelines for Speaking & Writing About the Elderly

Careful and sensitive use of vocabulary is important in assuring that older adults are fairly and accurately presented orally and in writing. Passages that unnecessarily exclude older people or unfairly treat the experience of aging often can be presented in a more balanced way. Avoid words and phrases which demean, patronize, or stereotype older persons such as the following:

- patronizing adjectives such as *cute*, *sweet*, *dear*, and *little*;
- negative physical descriptors such as *crippled*, *deaf*, *dentured*, *emaciated*, *feeble*, *fragile*, *frail*, *frowning*, *gray*, *wrinkled*, *withered*, *dirty*, and *doddering*
- negative personality descriptors such as *cheerless*, *dull*, *eccentric*, *foolish*, *obstinate*, and *senile*;
- demeaning labels and expressions such as *old maid*, *old codger*, *old biddy*, *fuddy duddy*, *lecher*, *old fool*, *golden-agers*, *has-been*, *over-the-hill*, *out-of-date*, and *fading fast*; and
- stereotypes of older women such as *passive*, *dependent*, *frivolous*, *shrewish*, and *nagging*.

Read the following passages and underline ageist expressions.

Ageist Passage 1:
This is a progressive company. The management training program is open to recent college graduates. It offers bright young men and women an opportunity to step right into important positions without a long waiting period. This situation is mutually desirable for the company and future executives. For the company, it provides a reliable source of new blood. For aggressive young people, it puts them right into the swing of things when they are still vital and alive. No longer is it unheard-of for a company like this one to have a president and executive staff all under the age of 40.

Ageist Passage 2:
The many islands, large and small, off the southeast coast of the United States have become a popular year-round playground for the young and the "young at heart." These islands have much to offer those who are looking for adventure with a touch of class: palm trees, sandy beaches, color, style, lively night life, and young multilingual people.

Now underline the changes made in the following revisions.

Suggested Revision 1:
This is a progressive company. The management training program is open to bright, motivated applicants. It offers those with management potential the opportunity to receive training specifically geared to the company's needs.

Suggested Revision 2:
The many islands, large and small, of the southeast coast of the United States have become popular for both winter and summer vacations. These islands have much to offer any visitor: palm trees, sandy beaches, color, style, nightly entertainment, and multilingual people.

Now it's your turn. Imagine you are a local newspaper editor, and the following article was submitted to you. Read the article and then revise it so the event is reported accurately, without ageist expressions.

Ageist Passage 3:
Local senior citizens showed that they could still kick up their heels at a dance this Friday. A few of the young-at-heart boogied to familiar old tunes, while most of the old folks looked on. The band was made up of old-timers themselves. They played songs from the 1930s and 40s, unfamiliar to most anyone under fifty. The elderly who attended the dance will receive senior discounts on the upcoming trip to the Tri-County Fair, scheduled for next Friday.

Suggested Revision 3:
(prepare on notebook paper)

Imagine you are the town manager and the senior center director gives you the following announcement of upcoming activities. If you were to organize a similar event, what changes would you make so there could be a greater variety of activities and age representation?

Ageist Passage 4:
Next month's senior activity will be a craft exhibit at the senior center. All senior citizens in the town are invited to bring their handiwork. Special booths will be set up for needle point, quilts and crocheted items. The young women from the Junior League will judge items. A special prize will be awarded to a person over seventy who displays the most creative craft.

Suggested Revision 4:
(prepare on notebook paper)

Couper, D.P. Principal Author. *Schools in an Aging Society: Language Arts Classroom Activities for Secondary Schools.* Hartford: Connecticut Department of Education and Department on Aging. Distributed by Center for Understanding Aging, Box 246, Southington, CT 06489. Adapted from: National Retired Teachers Association and American Association of Retired Persons. *Truth About Aging: Guidelines for Publishers,* 1979.

Communicating Differences

Directions: Read each statement and rate your position according to the choices below:

A. Strongly agree
B. Mildly agree
C. Mildly disagree
D. Strongly disagree

SA	MA	MD	SD		
A	B	C	D	1.	Adults do not understand children.
A	B	C	D	2.	Grandparents should save their money for retirement, rather than help their grandchildren with college expenses.
A	B	C	D	3.	When people get old, their children should take care of them.
A	B	C	D	4.	It is good for boys to play with dolls and for girls to play football.
A	B	C	D	5.	Young people take more drugs (including alcohol) than they did 10 years ago.
A	B	C	D	6.	Being young is better than being old.
A	B	C	D	7.	The happiest people are the richest people.
A	B	C	D	8.	Schools should allow teachers to spank disruptive students.
A	B	C	D	9.	Computers are hurting more than helping our lives.
A	B	C	D	10.	People should make friends with people both younger and older than they are.

Couper, D.P. Principal Author. (1992.) *Schools in an Aging Society: A Guide for Pupil Personnel Specialists.* Hartford: Connecticut Department of Education and Department on Aging. Distributed by Center for Understanding Aging, Box 246, Southington, CT 06489.

Dependability and Punctuality in the Workplace

Directions: Review the importance of dependability and punctuality by completing the following activity. Read each statement below. Place a √ in the **TRUE** column if the statement is true. Place a √ in the **FALSE** column if the statement is false. In the space provided, reword each false statement to make it a true statement.

TRUE	FALSE	STATEMENT
		1. An employee may be dismissed for repeated tardiness.
		2. A dependable employee can complete assigned tasks well.
		3. Dependability is a personal characteristic that employees look for in employers.
		4. An employer may expect an employee to work independently to accomplish goals.
		5. It is not important to arrive at work on time every day.
		6. A dependable employee requires supervision.
		7. Some employers use a time clock to combat tardiness.
		8. Employers trust employees who are dependable.

Using the Decision-Making Process to Choose a Course in Which to Enroll

Step 1:

Identify the Problem

Should I take Course A or Course B?

Step 2:

Identify Values and Goals

Values: Good teacher
Challenging materials

Goals: College preparation
Career preparation

Step 3:

Seek Alternatives

Locate information from the following sources:

- School catalog, handbook, or registrar's office
- Former students
- Teacher
- School counselor

The possible alternatives are as follows:

- Take Course A now
- Take Course B now
- Take Course A now and Course B later
- Take Course B now and Course A later

Step 4:

Compare Alternatives

Note whether each factor is an advantage or a disadvantage for you personally. For example:

	Course A	Course B
1. Class Time	Okay	Okay
2. Teacher	Excellent	Very good
3. Homework	A lot	Moderate amount
4. Course content	Interesting	Interesting
5. Helpful to goal	Definitely	Probably
6. Grading	Hard	Average

Factors 1 and 4 are equal, so they may be put aside. Factor 2 may also be put aside since both teachers are more than acceptable. The decision therefore rests on factors 3, 5, and 6. These factors must be compared in respect to current circumstances and future needs.

Step 5:

Make a Decision

Based on the preceding analysis, one can decide to take Course A now, Course B now, Course A now and Course B later, or Course B now and Course A later.

Step 6:

Accept Responsibility for the Decision and Evaluate It

After taking the course of choice, evaluate whether the decision helped reach the goals set, and accept the consequences regardless if they are positive or negative.

The Graying of America

Life span—the chronological length of human life

Life Expectancy—the length of time an average person can expect to live

Life Expectancy in the United States: History and Projections

- Primitive humans lived 30 to 35 years
- 1900—People lived 49 to 55 years
- 1940—One-half of the population lived to be 68 years of age
- 1990—One-half of the population lived to exceed 70 years of age
- 2035—There will be twice as many people over the age of 65 as there are today
- 2050—One hundred million people will be over the age of 55

The ***Human Life Span*** is approximately 120 years

Life expectancy in 1900 was short because the common cause of death was infectious disease. Since then, advances in the development of medication have helped keep infectious diseases under control. Today, however, the principal causes of death in Western societies (such as the United States) are related to heart disease and cancer.

Moreover, better health care, improved diets, and the decline in infant and childhood deaths have contributed to the general increase in life expectancy.

In 1900, only 11 percent of the population was older than 65.

In the 1990s, more than two thousand people turn 65 each day in the United States.

Life Span Stages

Prenatal

Infancy

Childhood

Adolescence

Young Adulthood
(Ages 20-40)

Middle Adulthood
(Ages 41-64)

Older Adulthood
(Ages 65-74)

Elderly
(Ages 75 and older)

Illustrated Talk Evaluation Sheet

Directions: Write the appropriate evaluation in the "Score" column. Where information or evidence is missing, assign a "O". Total the points. Make comments to help participants identify their strengths and weaknesses.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
1 CONTENT OF TALK							
Introduction	1	2	3	4	5		
Relationship of issue to individual, or family life	1-2	3-4	5-6	7-8	9-10		
Subject Knowledge	1-4	5-7	8-13	14-17	18-20		
Methods young people can use to address issue	1-2	3-4	5-6	7-8	9-10		
Summary	1	2	3	4	5		
2 PRESENTATION STYLE							
Voice pitch/tempo/ volume	1-2	3-4	5-6	7-8	9-10		
Gestures/mannerisms/ eye contact	1-2	3-4	5-6	7-8	9-10		
Grammar/pronunciation	1-2	3-4	5-6	7-8	9-10		
3 VISUAL AIDS							
Visibility to audience							
Effective and educational							
Complementary and suitable							
4 INFORMATION PACKET							
Quality of the written report's content	1	2	3	4	5		

Total: ______

Judges: Please initial after evaluating event.

Verification of total score (please initial):

____

____

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Interview Questions

Directions

Interview a person about how he or she lived as a child to discover how families have changed.

⇨ Name of the person being interviewed. ______________________________

1. Describe your lifestyle when you were young.

2. What was the division of labor in your family when you were a child?

3. What was your role in your family when you were a child?

4. What do you feel were special strengths of family life from the past?

5. What do you feel were weaknesses of family life from the past?

6. What do you feel are strengths of present family lifestyles?

7. What do you feel are weaknesses of present family lifestyles?

8. What do you feel has changed the most when comparing your lifestyle as a child with the lifestyles of children today?

Conclusions

These are the things I learned during this interview that will help me understand the strengths and changes of lifestyles of the past and of the present:

1.

2.

3.

(Use the back of this Teaching Aid for additional space, if needed.)

Control Your Weight

Diet

- Reduce the amount of fat used in recipes.
- Read labels to determine fat and cholesterol content of foods.
- Use low-fat and nonfat dairy products.
- Try using only the egg whites in a recipe that calls for eggs.
- Cut down on baked goods made with coconut or palm kernel oil and shortening or lard.
- Buy lean grades of meat and trim visible fat before cooking.
- Use low-fat, low-calorie salad dressings and mayonnaise.
- Use low-fat powdered milk in coffee instead of cream.
- Broil, bake, or roast meat, fish or poultry. Do not fry.
- Use soft or liquid margarines.
- Increase intake of fish, and poultry (without skin).
- Make your own dessert toppings with yogurt or fruit.
- Refrigerate soups and stews before serving. Skim off fat.
- Use herbs, spices, and lemon juice to season and flavor.
- Use yogurt as a substitute for sour cream.
- Substitute sherbet, ice milk, or nonfat frozen yogurt for regular ice cream.
- Choose canned fish products packed in water.
- Use a nonstick pan and vegetable oil pan coating instead of oil to sauté or fry foods.
- Use low-fat cheese, such as part-skim mozzarella or ricotta, to replace regular varieties.

Exercise

Horseshoes

Archery

Badminton

Shuffleboard

Boating

Fishing

Table Tennis

Volleyball

Deck Tennis

Golfing

Curling

Walking

Horseback Riding

Dancing

Gardening

Bicycling

Skating

Swimming

Tennis

Miniature Golfing

Sailing

Billiards

Croquet

Bowling

Social/Emotional Development: Ages Birth to Four

1. Ask for a Group Worksheet. Assign the following roles within each group: *Reader, Checker,* and *Recorder.*

2. Describe the interrelationships of social and emotional development in children ages birth to four years.

3. Brainstorm ideas for a theme for the age group you are assigned.

4. The presentation must have these parts to be complete:

   - A transparency teaching the interrelationships of emotional/social development for the age group assigned.
   - A picture representing the age group assigned. This must have a "theme" for the age group.
   - A completed observation report.
   - A completed Group Worksheet.

5. Organize how you will begin working on the research project. Decide who will be responsible for each job. Complete the project 15 minutes before the class period ends. Prepare to share the presentation with the other class members.

Group Worksheet

1. **Names of group members:**
   - Reader (reads aloud): ______________________________
   - Checker (makes certain everyone participates): ______________________________
   - Recorder (records the group's answers): ______________________________
2. **Assignment or group goal:**
3. **List the things that need to be done to complete this goal:**
4. **List the materials needed to complete this assignment:**

Evaluation

1. **What part did each group member complete?**
2. **What do you think your group learned?**
3. **What did you see, hear, and do well while working together as a group?**
4. **What can you do to improve the next time you work together in a group?**

Mental Changes and the Elderly

- An elderly person becomes slower, not less intelligent.
- An older adult or elderly person develops slow, cautious thinking.
- Older people are no less intelligent than younger people.
- Approximately 5 percent of the elderly are affected by dementia.
- An elderly person requires more time to complete mental tasks, assimilate new materials, and learn new skills.
- Mental processes of all types can cause the elderly to easily become fatigued.
- Elderly people can change old behavior patterns and adapt to new environments, but it takes longer.
- The following are three types of memory:
    (1) immediate memory — recalling information from a second to a few minutes
    (2) recent memory — recalling information from the past several days
    (3) remote memory — recalling information from many years in the past
- Memory of any kind requires acquiring, storing, and recalling information. Decline of memory with age affects the storage and recall components.
- Older people who do not pay attention to activities due to visual or hearing impairments will not be able to remember the activities or information discussed.
- Sometimes an elderly person is too tired to concentrate.
- New information should be presented to elderly people with no interruptions and distractions.
- Instructions should be simple, direct, and unhurried.
- Dementia is a collection of symptoms that affect memory, language, reasoning ability, personality, and behavior.
- Delirium is an abrupt mental change in which consciousness becomes acutely impaired and the person is in a state of confusion. One should get help immediately.
- Causes of delirium could be alcohol, drugs, infections, cardiovascular disorders, and metabolic disturbances.
- Elderly persons who show signs of mental changes should be stimulated and kept active to help them have a high self-esteem and a healthy self-concept.
- Mental changes will increase more if the person is isolated, withdrawn, and depressed.
- There is a pessimistic and optimistic way of thinking about an elderly person who has had mental changes. For example, an elderly lady starts to retell about the birth of her first child. The optimistic view is, "If I listen, she will feel better and be more able to deal with the present." On the other hand, the pessimistic view is, "I don't have time to listen to this story again."

Special Needs Conditions

◆ **Hearing Impairments**
- deafness
- hard of hearing

◆ **Speech Impairments**
- delayed speech
- stuttering

◆ **Visual Impairments**
- cataracts
- dyslexia
- glaucoma
- legally blind
- partially blind

◆ **Aging**
- Alzheimer's
- osteoporosis

◆ **Behavioral Problems**
- chemical dependency (i.e. alcoholism)
- depression
- schizophrenia
- suicidal

◆ **Birth-related or Genetic**
- Down's syndrome
- mental retardation
- autism
- dwarfism
- midget
- gifted or talented

◆ **Blood Disease or Blood Disorder**
- hemophilia
- hepatitis
- sickle cell anemia

◆ **Cancer**
- breast
- intestinal—colon
- leukemia
- lung
- ovarian—testicular
- skin
- stomach

◆ **Disabling and Neurological**
- arthritis
- cerebral palsy
- epilepsy
- muscular dystrophy
- spina bifida

◆ **Dietary**
- anorexia—bulimia
- food allergies
- obesity

◆ **Heart and Respiratory Diseases--Disorders**
- asthma
- arteriosclerosis
- cystic fibrosis
- emphysema
- high blood pressure
- stroke

◆ **Metabolic Disorders**
- diabetes

◆ **Orthopedic Impairments**
- loss of limbs
- paraplegia
- quadriplegia

◆ **Other**
- AIDS
- brain injury
- cluster headaches
- gonorrhea
- herpes
- migraine headaches
- syphilis

TA 42

Role Plays for Coping with Special Needs Conditions

A mother with terminal cancer.

A grandmother who recently had hip replacement surgery.

A father who recently had a heart attack.

A grandfather who had foot surgery to have a bunion removed and ingrown toenails corrected.

An unmarried aunt who has to have a liver transplant.

A grandmother who has to have her teeth pulled and also be fitted for dentures.

A father who must have cataract surgery.

A mother who had to have heart bypass surgery.

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DEFINING HEARING IMPAIRMENTS

Four designated levels, recommended by the Conference of Executives of American Schools for the Deaf, are as follows:

Level I hearing loss	Individuals do not require special classes but may need the services of a hearing or speech professional. (Classified as hard of hearing.)
Level II hearing loss	Individuals do not require special classes but may need the services of hearing and speech professionals. (Classified as hard of hearing.)
Levels III and IV hearing loss	Individuals usually need special classes and services of hearing and speech professionals. (Classified as deaf.)

Common Medical Conditions

Alzheimer's

Arthritis

Respiratory Problems (such as emphysema)

Cancer

Diabetes

Hearing Impairments

Heart Problems

High Blood Pressure

Orthopedic Problems

Osteoporosis

Parkinson's Disease

Prostate Problems

Stroke

Visual Impairments

Other

Encouraging Strengths in the Elderly

Each individual is an important person.

Sometimes a special needs condition causes an individual to become intimidated and withdrawn.

People with special needs conditions respond to reassurance and tender loving care.

Individuals should try to do simple things for themselves and ask for help when they become overwhelmed.

The health care needs of some elderly people are more social and psychological in nature.

Family members and friends can initiate changes in the elderly individu-al's social life, recreation, diet, and exercise and oversee her or his health and safety.

With advancement of years comes the mellowness, contentment, and wisdom that the years bring.

Young people can learn from elderly people who want to remain independent.

Some abilities are lost, but others remain.

Close friends and family members can sometimes take care of an elderly person as easily as a caregiver in a long-term care facility.

A symptom, a complaint, a sign, or a change in behavior of an older adult or elderly person signals the caregiver to arrange for proper medical assistance.

A goal for the elderly is to refine and elaborate on their abilities rather than mourn the loss of loved ones and give in to dependence.

A meaningful life comes from having independence and responsibility.

The person who was once an active contributor should not be expected to be a passive receiver just because they turn 65, 70, or even 80 years of age.

Aging is a series of processes that begin at birth. The rate of change varies with each individual.

The trite labels applied to older people are false and degrading.

Elderly adults should be treated as adults. Persons should avoid using the phrase "back to childhood" to convey the idea that elderly persons must be treated as children.

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Your Feelings About Death

1. My first experience with death was when ________________________ died.

2. My first experience with death was when I was ___________ years old.

3. I felt ________________________ when I realized the person/pet was dead.

4. When I realized the (person/pet) was dead, I reacted by ____________________ ____.

5. My _________ helped me by explaining things to me and answering my questions.

6. I (did/did not) attend the funeral. (Circle a given choice and explain your answer.)

7. Do the events listed above in items 1-6 still make you feel sad or uncomfortable? Why?

8. If a child asked you to explain death, how would you answer?

Stages in the Grief Process

Stages	Purpose	Characteristics
1. Denial and Isolation	Functions as a cushion to the blow of the news that the person is terminally ill; serves as a time delay so the person has time to think about his or her situation and substitute other less extreme behaviors or defenses.	"No, not me." Temporary shock; person strongly denies the reality of her or his illness; often wants to be alone; does not want anyone to help her or him do anything.
2. Anger	Functions as an emotional outburst for the person to cope with emotional stress; allows venting of tension and helps alleviate stress (similar to a child's temper tantrum or an adult's strenuous exercise)	"Why me?" Rage, hostility, and anger directed at anyone; the person asks what he or she has done to deserve such an illness.
3. Bargaining	Allows hope that the inevitable end may be delayed; helps to give the person hope and will power; usually a bargain made with higher being	"...but let me..." The bargain is kept a secret and is mentioned only between the lines in conversation with others; may be discussed only with a chaplain or other clergy.
4. Depression	Helps to cope with the losses the person has had to deal with or will have to deal with; elicits needed sympathy; a step in the direction of total acceptance	"Oh, poor me!" Talks about loss of job, finances, use of limbs or other physical functions, and weight; talks about the eventual loss of family, friends, and belongings; begins to accept the inevitability of death.
5. Acceptance	Helps person accept the death as real; resolves conflict between wanting to live and knowing that death is at hand; preparation stage for death; other stages have been resolved if the person has had enough time and has been given help in working through them	"Oh, me." Usually tired and weak; void of feelings; circle of interest narrows; no longer talkative to visitors and other people; not necessarily happy, but at peace.

Ways to Help a Grieving Friend

Be with the grieving person. Words are not always necessary, but a friend's presence is very important.

Provide assistance by seeing what needs to be done and do it. Don't ask "What can I do?" or "Call me if I can do anything." If the lawn needs mowing, mow it; if food is needed, provide it; if errands need to be run, run them.

Silence is a part of a grieving person's adjusting to many new and different experiences. He or she needs time to sort out these new events.

Offer positive phrases and avoid cliches. Instead of saying, "Time heals everything," say "This must seem like it will never end," or "The pain must seem unbearable." Friends need to know we are hurting for them. Don't rush a person to forget about the loss.

Sharing memories may cause tears, but tears are healing and soothing. Comments and pictures may add a little cheer to a dismal situation.

Birthdays, anniversaries, or holidays spent without the support of a friend can be especially painful. A phone call or a note to let the friend know you are thinking about them is helpful.

The next of kin often receives much sympathy, but the children, in-laws, or best friends also need a friend's sympathy.

Do not dispose of personal belongings until family members can participate. Handling personal items, looking at pictures, and talking about the deceased is not depressing but is a way of working out grief. Allow time for the grief process to be completed.

Never let the grieving person become isolated. Isolation can cause lasting depression and anguish. The result is the loss of the loved one and loss of other support.

Simple statements that come from our hearts sound sincere and act as a soothing relief to comfort those suffering from the loss of a loved one.

Child Care Center
Safety Design Challenge

1. Ask for a Group Worksheet. Choose a Reader, Checker, and Recorder.

2. You have been hired by the School Safety Service to design, write, and illustrate a booklet about child care center safety. The booklet should appeal to children ages four to six.

3. Brainstorm ideas for a title for the safety booklet.

4. This assignment must have these parts to be complete:
   - A booklet title
   - A cover with an illustration
   - A clear and easy to read booklet with illustrations on each page
   - A booklet including the important child care center issues of fire, poison, electricity, and food safety
   - A complete written report explaining what each group member contributed to publishing the safety booklet
   - A minimum of four pages
   - A completed Group Worksheet

5. Organize how you will begin working on the child care center safety booklet. Decide who will be responsible for finishing each task. Plan how you will show the safety booklet to the entire class.

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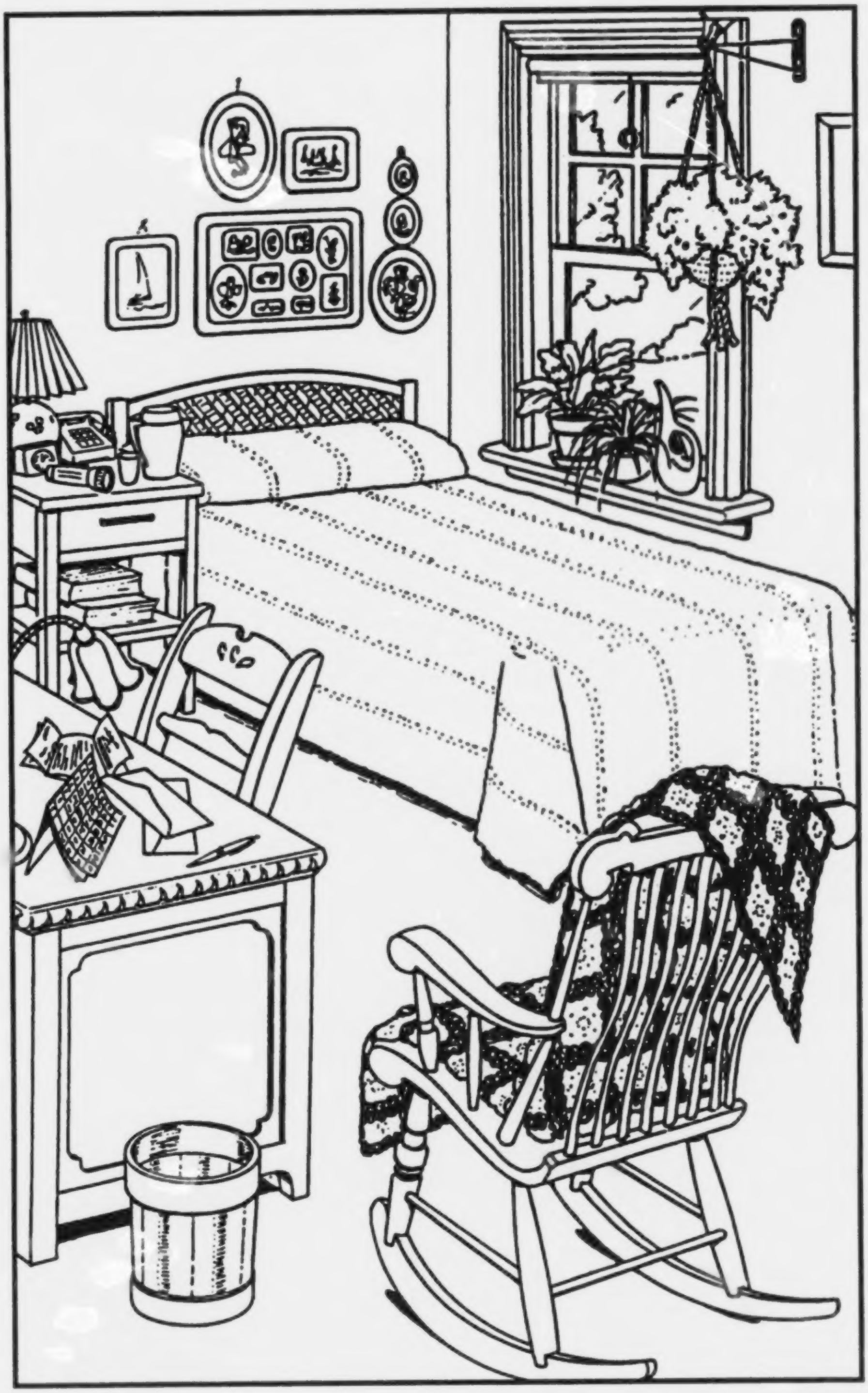
Bedroom Furnishings and Equipment



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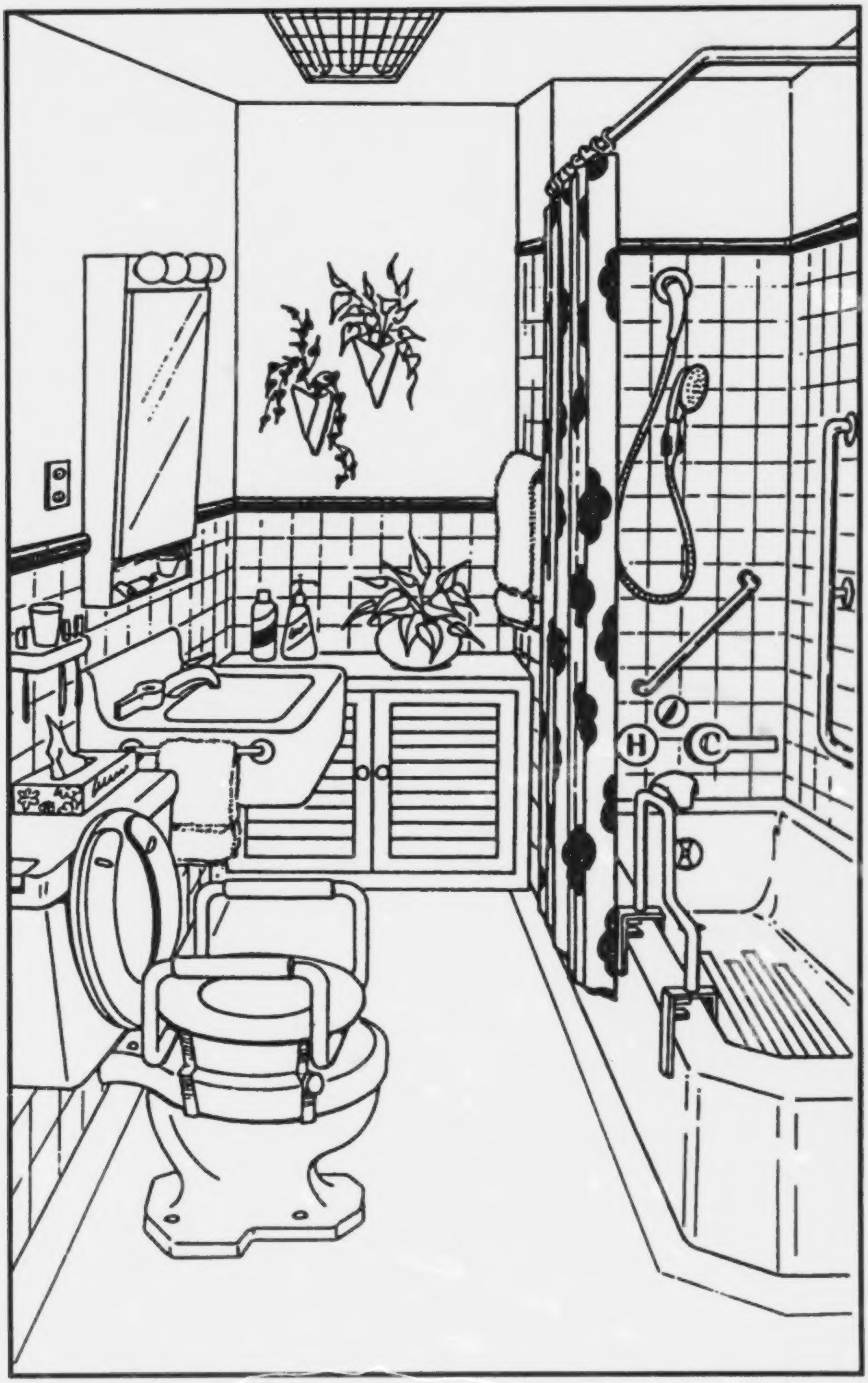
Bathroom Furnishings and Equipment



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Safety Rules for the Caregiver

- Teach family members safety rules as you practice safety in the family home or in a long-term care facility
- Follow sanitary practices to protect the individual and yourself.
- Report any unsafe working conditions to the supervisor.
- Be sure to set the brakes on wheelchairs when an individual is getting in or out of the wheelchair.
- Do not work in poor light.
- Do not use any equipment unless you know how to operate it properly.
- Keep telephone numbers of the police, rescue squad, fire department, and poison control center with each telephone.
- Read labels on containers. If a container doesn't have a label, don't use the contents.
- Be aware of accidents which are most prevalent at different ages.
- Protect the individual from burns. Run cold water through a faucet after running hot water to prevent an individual from getting burned if the faucet is touched or if it is turned on.
- Test the individual's bath water; a person may not realize it is too hot until he or she is already in the tub.
- If an individual is confused and says she or he is going to do something which is harmful, take her or him seriously and provide protection.

Poison Safety Rules

- Keep poisons and medications locked away from confused and forgetful individuals.
- Never keep food products, poisons, and cleaning products in the same cabinet.
- Read the label each time you pick up a container.
- Poisons and cleaning products should be clearly labeled and stored in their original containers. Never put poison or cleaning products in empty food or drink containers.
- Check to see that all pills in a container look alike.
- Antidotes are sometimes found on the bottle, but these are not always correct, so ***do not*** use them. ***CALL THE POISON CONTROL CENTER AND FOLLOW THEIR DIRECTIONS.***

Oxygen Safety Rules

Individuals may have oxygen prescribed for different reasons, and it may be used in different ways, but the safety rules are the same:

- Never smoke in the room where the oxygen tank is kept, whether the tank is open or shut. Post a sign to remind people of this rule.
- Keep all cigarettes, matches, and ashtrays out of the room where the oxygen tank is kept.
- Do not use electrical appliances such as heating pads, hair dryers, or electric shavers near an oxygen tank. Do not plug electrical appliances into an outlet near oxygen. If an electric plug is pulled from an outlet while oxygen is running, a spark could cause an explosion.
- Do not use candles or open flames in the room with oxygen.
- Avoid combing the hair of an individual receiving oxygen—a spark of electricity from the hair could set off an explosion.
- Use cotton items when possible. Wool blankets, nylon, and some synthetic fabrics can cause static electricity, which is an electric spark sent into the air that could cause an explosion; remove these fabrics from the room with the oxygen.
- Do not rub the individual with oil, alcohol, or talcum powder while oxygen is being used.
- Check equipment regularly for leaks and proper functioning.
- Check instructions as to which valves may be touched and which valves should not be moved.
- NOTE: *All oxygen tanks are painted green.*

Fire Safety Rules

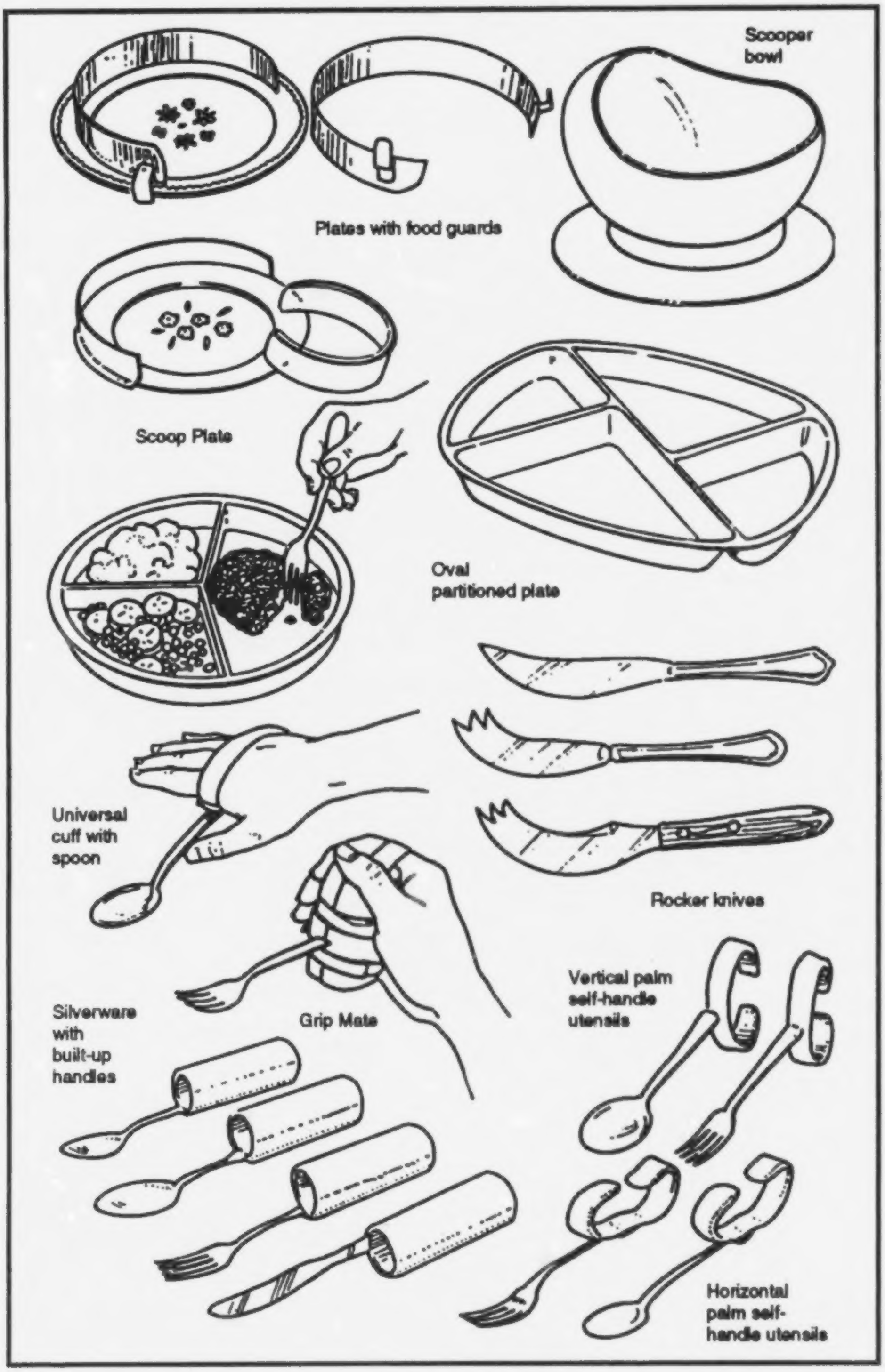
As a caregiver, ask yourself these questions:

- Where are the exits in case of fire?
- Where are the smoke detectors, and do they work?
- Where are the fire extinguishers and are the extinguishers for grease fires as well as other types of fires?
- How would I remove the individual for whom I am caring?

Procedure in case of fire:

- Get the individual out of the house.
- If the closed door feels warm, do not open it; take another route.
- Put a cloth over your mouth and nose and one over the mouth and nose of the person for whom you are caring if you must go through a smoke-filled room. Wet the cloth if possible.
- Crawl along the floor to safety or keep the individual in your care as low to the floor as possible.
- Call the fire department from a neighbor's phone.
- Do not return to the house.
- Keep the individual for whom you are caring warm and comfortable, and stay with her or him.

Eating Equipment


Scooper bowl
Plates with food guards
Scoop Plate
Oval partitioned plate
Rocker knives
Universal cuff with spoon
Grip Mate
Vertical palm self-handle utensils
Silverware with built-up handles
Horizontal palm self-handle utensils

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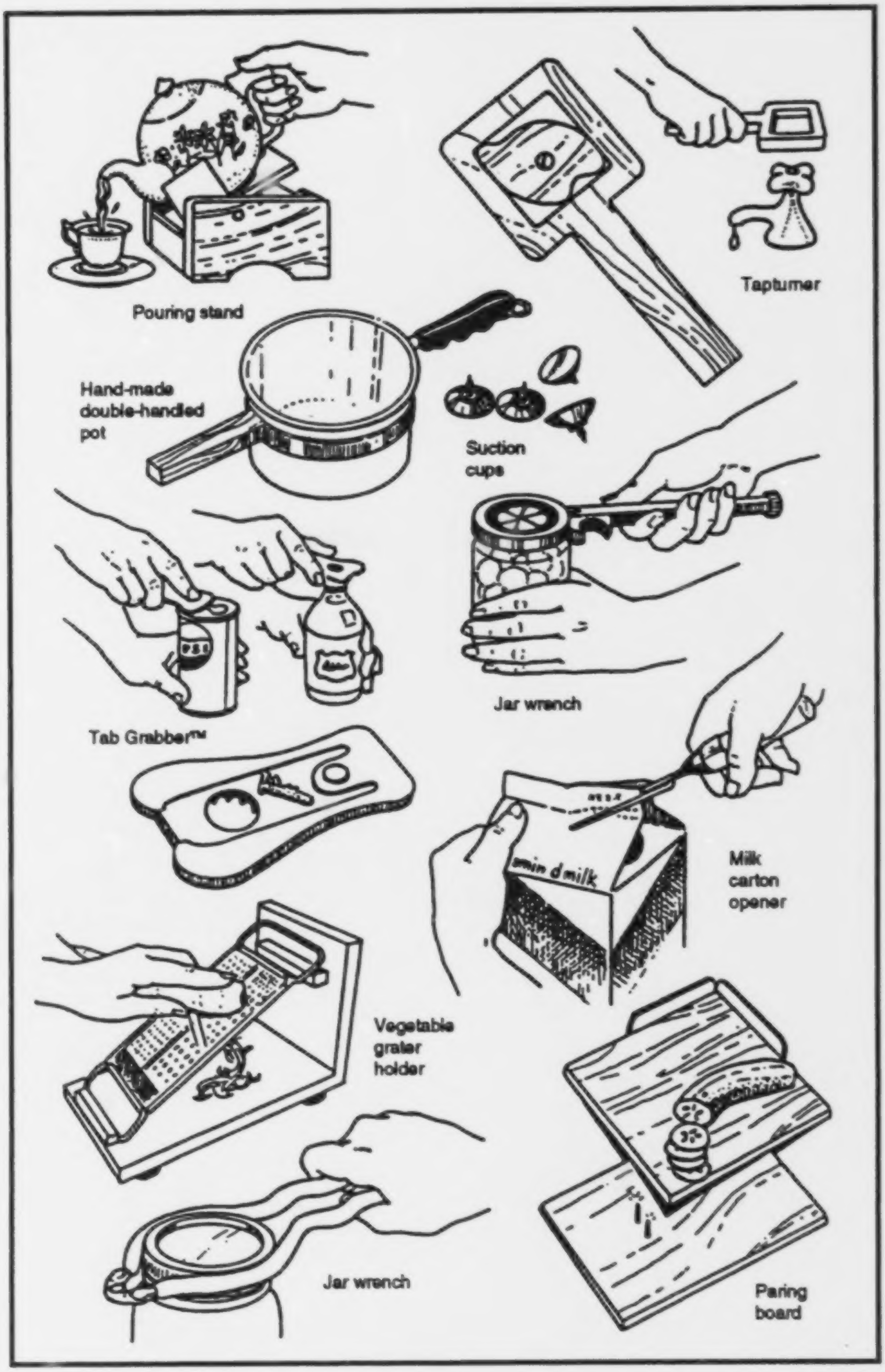
Kitchen Equipment


Pouring stand
Tapturner
Hand-made double-handled pot
Suction cups
Jar wrench
Tab Grabber™
amin d milk
Milk carton opener
Vegetable grater holder
Jar wrench
Paring board

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Permanent Cumulative Health Record

Name ______________________________ Sex ______________

Date of Birth ____________ Address ______________________________

Father ______________________________ Res. Ph. ____________

Occupation ______________________________ Bus. Ph. ____________

Mother ______________________________ Emerg. Ph. ____________

Occupation ______________________________ Bus. Ph. ____________

Guardian, if not parent ______________________________

Address ______________________________ Res. Ph. ____________

Occupation ______________________________ Bus. Ph. ____________

Family Physician ______________________________

Number of Children in family ______________________________

Date: ____________________ Age: ____________________

Height: ____________________ Weight: ____________________

Dental: ______________________________

Vision: ______________________________

Glasses: ______________________________

Tonsils: ______________________________

Ears: ______________________________

Hearing: ______________________________

Allergies: ______________________________

Medical Conditions: ______________________________

IMMUNIZATIONS:

	ORIGINAL SERIES	BOOSTERS SINCE 4TH BIRTHDAY
Diphtheria Pertussis and Tetanus	1.	
	2.	
	3.	
Polio	1.	
	2.	
	3.	
Measles, Mumps, and Rubella (MMR)		
Tuberculosis		

Characteristics of a Healthy Person

Good health is easily revealed in one's behavior, actions, and appearance. The following activities will help you recognize the characteristics of a healthy person and evaluate your own personal health status.

Write the characteristics of a healthy person for each of the categories below.

Posture

Weight

Skin

Hair

Eyes

Attitude

Behavior

TA 57a

Diseases that Threaten Children

Disease	Symptoms	Cause	Incubation	Appropriate Care
AIDS (acquired immune deficiency syndrome)	Swollen lymph nodes; low-grade fever; sore throat; persistent colds; unexplained weight loss; persistent, severe diarrhea	Human Immuno-deficiency Virus. HIV can be passed from an HIV- infected mother to her baby during pregnancy or birth; by receiving HIV- infected blood or blood products; or by sexual contact with an HIV-infected person.	5-10 years	Physician care, moral support, good nutrition, good hygiene
Chickenpox	Fever; weakness; red, itchy rash on chest and back	Chickenpox is spread by breathing in infected droplets or by contact with the ruptured sores of someone who has it.	2 weeks	Restrict to bed rest for 1 week. Keep away from other children. Use acetaminophen to control fever. Keep skin clean by giving frequent baths. This also helps sooth itching. Anti-itch medicine may be applied. Disease lasts 7 to 10 days.
Croup	Loud, brassy cough; breathing difficulties; hoarse voice that worsens at night	A viral infection of the larynx (voice box), trachea (windpipe), and bronchial tubes. It occurs most often in children ages three months to five years.	2 to 5 days	Being in a steamy bathroom for 10 minutes is helpful in reducing the cough and swelling. Comfort child with cuddling, reading, or playing to eliminate fear caused by the loud cough. Give child clear and warm liquids. Caregivers should listen for a worsening condition at night.
Diptheria	Sore throat; nasal discharge; fever; thick gray membrane covering the throat and tonsils; rapid pulse	Infection occurs by inhalation of airborne droplets exhaled by a person with the disease. It attacks the respiratory system.	2 days to 1 week	The vaccine is part of a booster shot that includes pertussis and tetanus (DTP). Isolate child and confine to bed rest for 10 to 14 days. Give child liquids and soft diet.
Hepatitis A	Fatigue; profound loss of appetite; yellowish skin; dark brown urine; light colored stool	Viral infection causing inflammation of the liver. Transmitted primarily by contaminated food and water.	2 weeks to 1 1/2 months	Consult physician. Restrict child to bed rest. Keep away from other individuals for 1 week. Notify health department so that those exposed to the child may be treated.
Impetigo	Itchy blisters that break and form crusty sores that contain yellowish pus; usually in the area of the mouth and nose	Strep or staph organisms. Physical contact can spread the infection.	4 to 10 days	Wash the infected area daily with anti-bacterial soap or cleanser. Keep the child clean and enforce handwashing procedures. Use an antibiotic ointment.
Influenza (flu)	Sudden chills; runny nose; sudden high fever; headaches; body aches; sore throat; cough; fatigue	Viral infection transmitted by inhaling infected droplets from the air.	24 to 72 hours	Consult physician. Child should stay warm and drink plenty of liquids. Restrict child to bed rest for at least 3 days. Avoid extensive contact with other children. Use acetaminophen to control fever.

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Disease	Symptoms	Cause	Incubation	Appropriate Care
Measles	Fever; coughing and sneezing; swollen eyelids; sore throat; tiny white spots on the lining of the cheek; rash	Measles is caused by a virus that is transmitted by inhaling infected droplets such as from a sneeze. It is most contagious before the rash appears.	10 to 14 days	See a physician. Child should be kept in bed for the duration of the fever. A child with sensitive, swollen eyes and eyelids should be kept in a darkened room and avoid activity that may lead to eye strain until the swelling and discomfort disappear. All children should be vaccinated for measles.
Meningitis	Fever; stiff neck; nausea; vomiting; loss of consciousness	Bacterial infection usually enters blood as result of another infection and attacks brain and spinal fluid.	2 to 10 days	Consult a physician. Avoid contact with other children until medical release. A spinal tap is the only way to positively diagnose meningitis.
Mumps	Swollen and painful salivary glands; fever; weakness and fatigue; boys also may have painful swelling in testicles	Virus is spread by inhalation of infectious droplets. It is most contagious during the first four days. As swelling decreases, the person is less contagious.	14 to 28 days	See a physician. Bed rest and a liquid diet are recommended. Acetaminophen should be given for pain and discomfort. Children should be vaccinated. The vaccination may be received in a combination Measles/Mumps/Rubella (MMR) vaccine.
Pertussis (whooping cough)	Sneezing; nasal congestion; tearing; loss of appetite; hacking cough that ends with a high-pitched whoop; vomiting	It occurs in infants less than two years old and is contracted by the inhalation of infected airborne droplets often from an adult who has a mild case.	10 days to 2 weeks	See a physician. An antibiotic should be prescribed. Cough medicines will do very little for whooping cough. Infants who contract the disease may recover faster if hospitalized. A soft diet with bed rest is recommended. Get medical clearance before returning child to school or vigorous play. The vaccine is part of a booster shot that also includes diptheria and tetanus (DTP).
Pinkeye (conjunctivitis)	Reddened eyes; yellowish white pus drains from eyes; eyelids are stuck together upon awakening	Viral or bacterial infection; often with a cold, ear infection, or upper respiratory infection; moves to eyes by scratching or rubbing.	24 to 72 hours	Avoid contact with other children until the treatment begins. Enforce handwashing procedures. The disease spreads easily through contact. If possible, keep the child home until the infection is gone.
Poliomyelitis (Polio)	Fever; headaches; muscles of neck and back become stiff; sore throat; vomiting; muscles become painful and tender and paralysis soon follows	A virus attacks the gray matter of the brain and spinal cord. The virus is passed by direct contact with contaminated feces or saliva.	4 to 13 days	Seek medical attention immediately. Isolation and bed rest are recommended during the acute phase of the infection. When paralysis occurs, recovery may take several months. Children must be vaccinated.
Ringworm	Dry, circular patches on the skin; bare spots on scalp	Fungal infection that lives in dogs, cats, and humans. It spreads easily from person to person.	10 to 14 days	Avoid contact with other children. Apply fungicidal compounds to infected area as advised by a doctor.

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Disease	Symptoms	Cause	Incubation	Appropriate Care
Rubella (German Measles)	Rash; mild fever	It is transmitted by inhalation of droplets that carry the virus.	2 to 3 weeks	Seek medical attention. Keep children at home until fully recovered. It is very dangerous for pregnant women to contract the disease. The vaccine is given to children at 15 months. The vaccination may be received in a combination Measles/Mumps/ Rubella (MMR) vaccine.
Scabies	Severe itching and scratching; small raised reddened areas on the skin; gray or black lines under the skin	Skin infection caused by an insect mite that burrows under the skin and lays her eggs.	3 to 4 days	Avoid contact with other children. Contact the health department to inquire about treatment for other individuals who have come in contact with the disease. Wash all clothes, linens, and towels used by the child in hot water and dry them in a hot dryer.
Scarlet Fever	Fever; headaches; sore throat; vomiting; swollen lymph nodes; rash on neck and chest within 12 to 36 hours	It is caused by a streptococcal bacteria. It was once a very serious childhood illness. Today, it is rare. The onset is sudden and begins with a sore throat, high fever, and vomiting.	immediate onset	Give plenty of water unless the person is vomiting. Bed rest is recommended. See a doctor. Penicillin or another antibiotic may be prescribed for a minimum of 10 days. Children with scarlet fever usually recover within a week. Caregivers should watch for complications which might include earaches and/or inflamed neck glands.
Sore Throat	Sore, scratchy throat; difficulty in swallowing; possible fever	Can be caused by an upper respiratory virus. Also associated with strep throat and mononucleosis.	2 to 5 days	Keep child away from other children until the cause of the sore throat is determined.
Strep Throat	Fever; headaches; sore throat; vomiting; swollen lymph nodes	Streptococcal bacteria spread by inhalation of infectious droplets.	immediate onset	See a physician. Penicillin or another antibiotic may be prescribed for a minimum of 10 days. Give child plenty of water, unless vomiting persists. Bed rest is recommended.
Tetanus (Lockjaw)	Stiffness of jaw, neck, and muscles; irritability; spasms of the jaw and neck muscles; convulsions	Caused by bacteria whose spores are found in soil entering a deep wound where they can produce a toxin that interferes with muscle control.	8 to 12 days	Consult a physician if child is not immunized against tetanus. It may be necessary to open and clean the wound and to treat the child with antibiotics. Muscle relaxants are often used to relieve muscle spasms.
Tuberculosis	Listlessness; loss of appetite; weight loss; low grade fever; positive tuberculin skin test	It is caused by the organism Mycobacterium tuberculosis.	4 to 12 weeks from infection to demonstrable skin test.	If case is noninfectious and physical condition permits, may attend school. Refer to family physician for further study.

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Signs of Illness

- ✧ Bleeding
- ✧ Vomiting
- ✧ Rapid Pulse Rate
- ✧ Bowel Changes
- ✧ Breathlessness
- ✧ Convulsions
- ✧ Cough
- ✧ Diarrhea
- ✧ Muscle Spasms or Cramps
- ✧ Paralysis
- ✧ Rashes
- ✧ Running Ears and Nose
- ✧ Trembling
- ✧ Nonhealing Sores

Childhood Immunizations

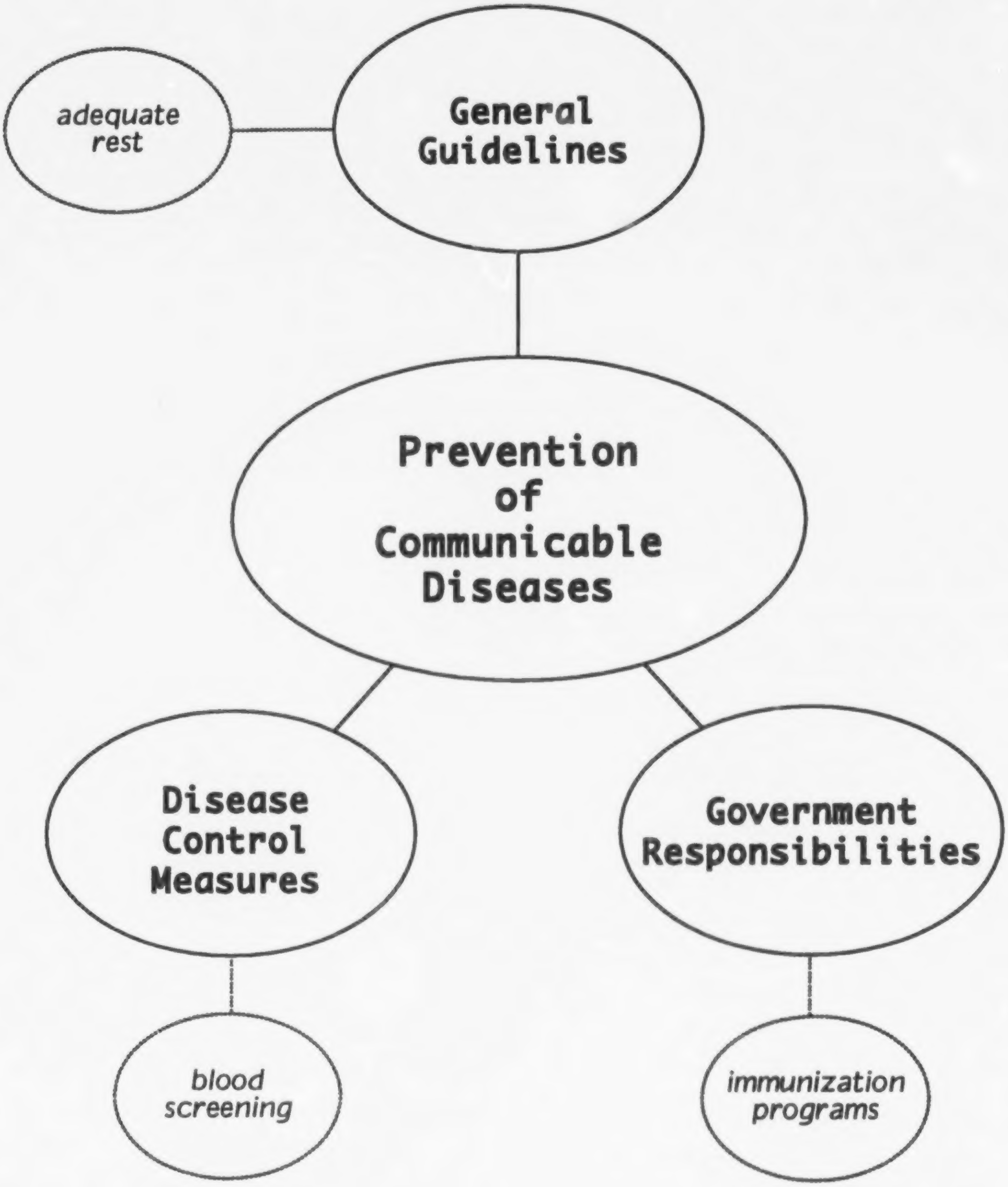
Age	Immunization
2 months	1st Diptheria, Tetanus, Pertussis (DTP) shot 1st Oral Polio vaccine
4 months	2nd DTP shot 2nd Oral Polio vaccine
6 months	3rd DTP shot 3rd Oral Polio vaccine Measles (Plain) shot
12 months	Tuberculin test
15 months	Measles, Mumps, and Rubella (MMR) shot
18 months	DTP (booster) Oral Polio (booster) MMR shot (if not already received)
18 - 24 months	Hib (HbPV) vaccine for meningitis
4 - 6 years (before starting school)	DTP (booster) Oral Polio (booster) MMR (if not already received)
10 - 12 years	Measles, Mumps, and Rubella (MMR)

HOW COMMUNICABLE DISEASES SPREAD

DISEASE	METHOD OF TRANSFER
AIDS	Spread by sexual contact, contaminated syringes and needles, and exposure to contaminated blood. Incubation period from time of infection to development of AIDS virus from a few months up to ten years. There is no known vaccine to prevent a person from getting AIDS, and there is no known cure for the disease.
Chickenpox	Usually viewed as a childhood disease, but adults may get it. Spread by direct contact or airborne transfer. Symptoms appear two to three weeks following exposure.
Common Cold	Spreads easily by direct or indirect contact. Symptoms appear within twenty-four hours.
Gonorrhea	Spreads by direct sexual contact or transfer from mother to infant during birth process. One attack does not provide immunity. Symptoms appear in three to nine days.
Infectious Hepatitis	Spread by direct contact, blood transfusions, contaminated syringes and needles, and by contaminated water, food, and milk. Symptoms develop ten to forty days after contact.
Infectious Mononucleosis	Believed to be spread by nose and mouth discharges. Symptoms usually appear in four to fourteen days.
Influenza	Spread by direct contact or through discharges from nose and mouth. Vaccines are effective when they closely match the prevailing strain of virus. Incubation period is usually between one and three days.
German Measles (Rubella)	Direct contact with infected persons and indirect contact with soiled articles from nose and mouth. Gamma globulin gives some protection. Hazardous during the first four months of pregnancy. Appears in fourteen to twenty-one days.
Measles	Spread by direct contact, indirect contact with soiled articles from nose and mouth, and possibly through airborne transfer. One attack usually confers immunity. Symptoms appear in ten to fourteen days.
Mumps	Spread by direct contact and indirectly by articles soiled with saliva of infected persons. Symptoms develop in approximately eighteen days.
Rheumatic Fever	How it spreads is unknown; attacks usually caused by strep infection such as strep throat. Symptoms appear in two to three weeks following strep infection.
Syphilis	Spread by direct sexual contact. An infected woman may transmit to unborn child. Incubation period from ten days to ten weeks (usually three weeks).
Tetanus	Usually enters body through an injury such as a cut or puncture. Symptoms appear in four days to three weeks.

TA 61

Prevention of Communicable Diseases



Prevention of Communicable Diseases

General Guidelines

adequate rest

Disease Control Measures

blood screening

Government Responsibilities

immunization programs

General Guidelines, Disease Control, and Government Responsibility in the Prevention of Communicable Diseases

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General Guidelines in the Prevention of Communicable Diseases:

- adequate rest
- proper nutrition
- effective stress management
- suitable exercise
- regular health checkups
- immunizations
- personal hygiene
- sanitary practices at home
- sanitary practices at work

Examples of Disease Control Measures:

- disease screening techniques
- blood screening
- immunizations
- preventive health practices
- sanitary engineering

Government Responsibilities:

- immunization programs
- insuring sanitary drinking water
- insuring proper sewage disposal
- inspecting and regulating quality of food
- inspecting food establishments to insure sanitary handling of food
- inspection of farm animals for disease
- licensing physicians, nurses, dentists, other health professionals
- education in the prevention of AIDS
- prevention of spread of disease from one state to another by controlling movement of animals, plants, fruits, vegetables, and infected persons.
- prevention of the introduction of disease from outside the United States

Adapted from: *Texas Department of Human Services Annual Report*, 1991.

Health Monitoring Schedule for Adults

Age	Complete Physical Examination
Men	
18 - 24	Once
25 - 39	Twice (About ages 30 and 35)
40 - 59	Four times (Once every five years)
60 and above	Once a year
Women	
18 - 20	Once
21 - 40	Once every three years (Following two negative pap tests a year apart)
41 - 50	Once every two years
50 and above	Once a year

Maintaining Good Health

GOOD HEALTH

To meet the needs and demands of today's jobs, it is important for individuals to maintain good physical and mental health (well-being and freedom from disease and pain). Employees should have high energy levels, and they should be free of any serious health problems. The following characteristics are important in maintaining good health:

- **Correct Posture**

  It is important to maintain correct posture when walking, standing, and sitting. Correct posture allows the body organs to function properly, stimulates circulation, corrects bone alignment, and promotes better respiration.

- **Sleep and Rest**

  Adequate sleep and rest are necessary in order for an individual to be alert while at work. The average person requires seven to eight hours of sleep each day; however, the amount of sleep required by an individual may vary.

- **Nutrition**

  It is important for an individual to eat a well-balanced diet, which includes six to eight glasses of water daily, in order to remain healthy. A poor diet may result in irritability, nervousness, fatigue, and susceptibility to illness. It is important for an individual to eat a nutritious meal before beginning a work shift. When an individual omits meals, her or his energy level, mental attitudes, and performance may be affected.

- **Exercise**

  Individuals should participate in regular exercise. Exercise relieves daily tensions and stimulates a healthy mental attitude.

- **Personal Hygiene**

  Individuals should be clean and neatly dressed and observe the following guidelines related to personal hygiene (the maintenance of one's health):

  - Take a shower or bath daily.
  - Use a deodorant or an antiperspirant daily.
  - Keep fingernails clean and neatly trimmed.
  - Brush and floss teeth daily in order to prevent bad breath
  - Keep hair clean and neat. Hairstyles should conform to any health regulations or policies of the place of employment.

STEPS to Maintaining Personal Health

Identify Concerns

Check wish list
Choose top concern

Set Your Goal

Write it down

Form a Plan

Create detailed plan

Act

Carry out activities

Follow Up

Complete follow-up questions

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A Better You Project Sheet

Name: ______________________ Project: ____________ Date: ________________

A Better You Wish List

To start thinking about "A Better You," check your wishes on the following list.

I wish

_____ I could maintain correct posture when walking, standing, and sitting.

_____ I could get an adequate amount of sleep every night.

_____ I could eat a well-balanced diet.

_____ I were more physically fit.

_____ I were better at sports.

_____ I could participate in regular exercise.

_____ I could be clean and neatly dressed every day.

_____ I didn't feel so stressed out.

Identify your concern

My top concern is

Set your goal

I hope to accomplish the following:

Form a plan

Summarize your plan below.

Who:

What:

When:

Where:

How:

Resources: Attach a separate sheet listing people, publications, and community agencies that can help with your project.

Act. ... Complete your project.

Follow up ... To complete your project, answer the questions below.

What were the most successful parts of your project?

What would you change if you repeated the project?

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Factors to Improve Your Sleep

- Plan a list of daily activities and a "to-do list" for the next day.
- Before going to bed, lay out clothes to be worn the next day.
- Try to complete the day's activities in time to relax by watching some television or reading before going to bed.
- Avoid eating or drinking substances containing stimulants before going to bed.
- Relax muscles with a few stretching exercises.
- Take a warm bath.
- Think of something pleasant instead of worrying as you go to bed.
- Go to bed at the same time each night and wake up at the same time each morning.
- Do vigorous exercises during the day, not before bedtime.
- Try deep breathing four or five times.
- Concentrate on a single word like the word "ONE."
- Avoid afternoon naps if you have difficulty falling asleep or waking too early.
- Get out of bed and do something, such as read, rather than trying to make yourself fall asleep.

Case Study:
Emergency Evacuation Procedures

Juanita is the director of an adult care center. Each day, approximately 50 dependent adults spend the day at her center while their family caregivers work or take care of personal business. Some of the adults attend the care center because spending each day at home alone is lonely and depressing. Many of the elders are widows or widowers and enjoy the activities and outings that Juanita plans for them each week. Some of the adults have medical conditions or impairments that prohibit them from living independently. One of the adults has cerebral palsy and is restricted to a wheelchair, and several others have Alzheimer's or physical impairments.

One afternoon, during the rest period, a fire breaks out in the kitchen. Juanita and her staff are alerted and are responsible for evacuating the building.

1. In detail, describe and outline the procedures Juanita and her staff should follow to safely evacuate the building.
2. Compare and contrast the evacuation procedures for Juanita's care center with that of a child care center.
3. What dangers and risks are involved?
4. What should Juanita and her staff do to ensure that everyone remain calm throughout the evacuation procedures?
5. After the evacuation is complete, describe the schedule and procedures Juanita should implement for the remainder of the day.

Factors that May Lead to Elder Abuse

Being unable to cope with the stress of being responsible for the care of a spouse, children, grandchildren, and/or an elderly parent.

Violence in some families is a way of life. Violence within the family can occur at any educational level, income level, or in any ethnic group.

The elderly person or the caregiver may have an alcohol problem.

Crowded living conditions at home and within a crowded neighborhood.

A form of revenge if the adult child was mistreated as a child.

Lack of communication between the parent and the adult child for a period of time.

The lifestyle of the adult child with whom the elderly parent must stay may need to be altered.

Lack of family togetherness and family values prevent the adult child from feeling he or she is responsible.

Separation from parents for many years before being reunited.

Present attitudes which society has toward the elderly.

Lack of financial resources.

A member of the family is forced to give up her or his job to provide daily care and assistance to the elderly person.

The elderly person resents being dependent on adult children and becomes withdrawn.

The elderly person may become more aggressive when he or she must become dependent on children.

Increased life expectancy of elderly and of disabled adults.

Family stress caused by teenagers at home or adult children returning to the nest as well as caring for elderly parents.

Lack of elder-care facilities or community care for the elderly.

The elderly person may have a mental or personal problem which increases stress for the caregiver.

Increasing decline in the elderly person's capabilities when only one family member is the caregiver.

No privacy for the elderly person, children if at home, or for the husband and wife.

The way the elderly person perceives her or his age and disabilities.

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Services Available for the Elderly

Home Helpers	Assistants perform regularly scheduled household services (except nursing) according to the needs of elderly people.
Meals on Wheels	Hot, ready-to-eat meals are delivered to the homes of elderly persons.
Transportation Services	Free rides are arranged for elderly persons who are unable to drive themselves or who cannot obtain rides from friends or relatives.
Call Checks	Homebound elderly people are contacted through daily phone calls.
Day or Night Sitters	Constant or hourly care is provided for homebound elderly persons.
Elder Care Centers	Care is provided for elderly persons during the day.
Sheltered Workshops	Fit elderly persons may perform light work in a supervised area.
Life Line	Twenty-four-hour emergency care can be summoned immediately with an automatic phone device worn by the elderly person.
Adult Foster Care	A home-like place in which a provider offers services, including protective services, for those who are no longer able to live alone.

Meet Emily

When Aaron Nobles died, he left his entire estate to his wife Emily, who was 82. Emily's son, Greg, could not accept that his wealthy stepfather had left him out of the will.

Greg offered to help his mother and moved into her home. Under the guise of "cleaning out junk," he threw out her mementos and precious antiques. He donated her clothes to the Salvation Army, promising to buy her a whole new wardrobe. But he told her friends that she had ripped all her clothes to shreds and said that he might have to take steps to become her legal guardian.

Although Emily was alert and lucid, Greg told her friends she was not receiving visitors because of poor health. He had her phone disconnected so she wouldn't be "bothered" by anybody. He installed a new phone with an unlisted number in his room, but wouldn't let her use it and kept the door locked when he was away.

Greg told his mother that her friends thought she was losing her mind. He laughed at her, called her stupid, and said that in her condition, she was lucky to have anyone to help her at all. Convinced that her friends had abandoned her, she changed her will at his behest.

One night, Emily had chest pains and asked her son for help. He said she was just having indigestion and refused to call a doctor. Emily escaped from the house and was hospitalized for a heart attack.

After she came home, Greg went out one evening, and Emily awoke to the smell of gas. The pilot light was out on the kitchen stove, and all the knobs were turned on.

Acting on a neighbor's report, an Adult Protective Services worker got a court order to enter the home, accompanied by police. They found Emily locked in her room without any food. When Greg threatened violence, the worker removed Emily to an emergency shelter. Later, the worker arranged for Emily to see an attorney so she could revise her will.

In time, Emily did become incapacitated. Now, she has a court-appointed guardian who watches over her care in an adult foster home.

Reprinted from: *Texas Department of Human Services Annual Report, 1991.*

Problems in Dealing With Elder Abuse Cases

The Legal Research and Services for the Elderly in Massachusetts found the following problems in dealing with elderly abuse cases:

* The victim rarely reports the abuse.

* Access to the victim is difficult. If the victim is living with the abuser, the abuser can block entry into the home. Depending on the adult protective services law, the police may have no more rights in these cases than the caseworkers.

* Even if access can be gained, the victim will not often admit the problem or seek help.

* The victim usually lives with the abuser who is normally a family member or caregiver.

* The victim believes that little or nothing can be done. Getting a nonconsenting victim to change to consenting can take weeks, months, or years.

* The victim normally fears long-term care facility placement as much as he or she fears the abuse.

* The abused elderly need flexible and multiple services, and most programs are neither.

* Some of the victims are in need of guardians, and there are no public guardian programs in most states.

* The abuser frequently has a drinking problem or is in need of other counseling, and the mental health system is lacking.

* Abuse occurs over some time, and crisis intervention does not help when working with a history of family violence or long-term problems such as alcoholism.

Adapted from: *Human Services, Abuse of the Elderly*, "IV. Service Response", Identification of and Access to the Abused Elderly, pp. 19-20. Department of Human Services, 1983.

Nutrients and You

Complete the blanks by naming the nutrients that perform the stated functions. Use facts supplied by your teacher or found in current nutrition references.

FOOD GROUPS	NUTRIENTS	FUNCTIONS
Breads, Cereals, Rice, and Pasta	1.______	1. Provide energy
	2.______	2. Aids growth of new tissue and repair of body cells; promotes growth
	3.______	3. Helps release energy; promotes healthy nervous system
	4.______	4. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells
Fruits	5.______	5. Helps hold body cells together; helps wounds heal; helps teeth and bones develop
	6.______	6. Promotes good eyesight; helps keep skin healthy; promotes growth
	7.______	7. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells
	8.______	8. Provide energy; help body use protein and fat
Vegetables	9.______	9. Promotes good eyesight; helps keep skin healthy; promotes growth
	10.______	10. Helps hold body cells together; helps wounds heal; helps teeth and bones develop
	11.______	11. Helps release energy; promotes healthy nervous system
	12.______	12. Helps in the formation of normal blood cells
	13.______	13. Builds strong bones and teeth; helps clot blood
	14.______	14. Assists in muscle contraction; maintains fluid and electrolyte balance; aids nerve impulses
Meat, Poultry, Fish, Dry Beans and Peas, Eggs, Nuts, and Seeds	15.______	15. Aids growth of new tissue and repair of body cells; promotes growth; provides energy
	16.______	16. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells
	17.______	17. Helps produce energy; promotes healthy nervous system; makes cells work properly
	18.______	18. Provides energy and calories; carries fat-soluble vitamins
Milk Yogurt Cheese	19.______	19. Builds strong bones and teeth; helps clot blood
	20.______	20. Helps calcium build strong bones and teeth; aids cells in producing energy
	21.______	21. Aids growth of new tissue and repair of body cells, promotes growth
	22.______	22. Provides energy and calories; carries fat-soluble vitamins
Fats Sweets	23.______	23. Provides energy and calories; carries fat-soluble vitamins
	24.______	24. Provide energy only

Source: *Education for Self-Responsibility IV: Nutrition Education*, p. 90. Austin, TX: Texas Education Agency with Home Economics Curriculum Center, 1992.

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Nutrients and You

Complete the blanks by naming the nutrients that perform the stated functions. Use facts supplied by your teacher or found in current nutrition references.

FOOD GROUPS	NUTRIENTS	FUNCTIONS
Breads, Cereals, Rice, and Pasta	1. Complex Carbohydrates	1. Provide energy
	2. Protein	2. Aids growth of new tissue and repair of body cells; promotes growth
	3. Thiamine	3. Helps release energy; promotes healthy nervous system
	4. Iron	4. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells
Fruits	5. Vitamin C	5. Helps hold body cells together; helps wounds heal; helps teeth and bones develop
	6. Vitamin A	6. Promotes good eyesight; helps keep skin healthy; promotes growth
	7. Iron	7. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells
	8. Carbohydrates	8. Provide energy; help body use protein and fat
Vegetables	9. Vitamin A	9. Promotes good eyesight; helps keep skin healthy; promotes growth
	10. Vitamin C	10. Helps hold body cells together; helps wounds heal; helps teeth and bones develop
	11. Thiamine	11. Helps release energy; promotes healthy nervous system
	12. Water	12. Helps in the formation of normal blood cells
	13. Calcium	13. Builds strong bones and teeth; helps clot blood
	14. Potassium	14. Assists in muscle contraction; maintains fluid and electrolyte balance; aids nerve impulses
Meat, Poultry, Fish, Dry Beans and Peas, Eggs, Nuts, and Seeds	15. Protein	15. Aids growth of new tissue and repair of body cells; promotes growth; provides energy
	16. Iron	16. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells
	17. Niacin	17. Helps produce energy; promotes healthy nervous system; makes cells work properly
	18. Fat	18. Provides energy and calories; carries fat-soluble vitamins
Milk Yogurt Cheese	19. Calcium	19. Builds strong bones and teeth; helps clot blood
	20. Phosphorus	20. Helps calcium build strong bones and teeth; aids cells in producing energy
	21. Protein	21. Aids growth of new tissue and repair of body cells, promotes growth
	22. Fat	22. Provides energy and calories; carries fat-soluble vitamins
Fats Sweets	23. Fat	23. Provides energy and calories; carries fat-soluble vitamins
	24. Carbohydrates	24. Provide energy only

Source: *Education for Self-Responsibility IV: Nutrition Education*, p. 89. Austin, TX: Texas Education Agency with Home Economics Curriculum Center, 1992.

Breakfast Menus

Analyze the following menus. Compare these with Appendix C, *A Pattern for Daily Food Choices*. Write the food groups included in the blanks below each menu. Write any improvements needed in each menu.

Breakfast # 1
Baked Apple
Whole Wheat Toast - I slice
Milk- 2 cups

Food Groups included:

Improvement needed:

Breakfast # 2
Orange Juice - I cup
Bacon - I slice
Oatmeal with Milk - 3/4 cup; 1/4 cup milk
Butter and Sugar - 2 teaspoons each

Food Groups included:

Improvement needed:

Breakfast # 3
Grapefruit Half - 1
Peanut Butter - 2 tablespoons
on
Whole Wheat Toast - I slice
Hot Chocolate - I cup

Food Groups included:

Improvement needed:

Today's School Breakfast Menu
(Fill in the breakfast menu from today's school menu.)

Food Groups included:

Improvement needed:

Plan three different breakfast menus that include the correct number of food groups. Each menu should contain different foods, for example, eggs and bacon could be used only once.

Breakfast 1	*Breakfast 2*	*Breakfast 3*

Source: *Education for Self-Responsibility IV: Nutrition Education*, p. 95. Austin, TX: Texas Education Agency with Home Economics Curriculum Center, 1992.

Fiber-Rich Foods

Food	Serving	Fiber (grams)
Bread, grains, cereals		
Bran muffin	1	4.0
Whole-wheat bagel	1	2.7
Whole-wheat bread	1 slice	1.4
Brown rice	2/3 cup	3.0
Wheat bran	1 oz.	11.3
100% Bran cereal	1/3 cup	8.5
Corn Bran	2/3 cup	5.4
Fruits		
Apple	1 medium	3.5
Banana	1 medium	2.4
Orange	1 medium	2.6
Pear	1 medium	4.0
Raisins	1/4 cup	3.1
Vegetables		
Broccoli, cooked	1/2 cup	2.2
Corn, sweet, cooked	1/2 cup	4.7
Green peas, cooked	1/2 cup	3.6
Kidney beans, cooked	1/2 cup	7.3
Lima beans, cooked	1/2 cup	7.4
Pinto (red) beans, cooked	1/2 cup	8.9
Spinach, cooked	1/2 cup	6.5
Nuts		
Peanuts	1 oz.	2.5
Pecans	1 oz.	2.0

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The Family Life Cycle

Beginning Stage	❶	Stage 1:	Married couple, no children
Expanding Stages	❷	Stage 2:	Couple with children up to 30 months
	❸	Stage 3:	Couple with oldest child between 2 1/2 and 6 years
Developing Stages	❹	Stage 4:	Couple with oldest child between 6 and 13 years
	❺	Stage 5:	Couple with oldest child between 13 and 20 years
Launching Stage	❻	Stage 6:	The time when the oldest child leaves home until the last child leaves home
Middle Years	❼	Stage 7:	The time after the children leave home until the couple retires
Aging Years	❽	Stage 8:	The time of retirement until death of both spouses

Design a Restaurant Menu for Children Ages 3-6

Ask for a Group Worksheet. Choose a Reader, Checker, and Recorder.

Write a restaurant menu just for children ages 3-6.

Take a survey to find out what kind of nutritious foods children like to eat. (Ask students who have younger siblings or who baby-sit.)

Brainstorm ideas for a name for the children's restaurant.

The restaurant menu must have these parts to be complete:

- *A restaurant name*
- *Only nutritious foods*
- *A short description about the restaurant theme, decorations, advertisements, and location*
- *A decorated cover*
- *Food selections must allow children to eat nutritious meals and snacks*
- *Menu must be at least six pages in length*
- *A completed Group Worksheet*

Organize how you will begin working on the children's restaurant menu. Decide who will be responsible for completing each job and set times for completing the different tasks.

Decide how you will present the menu to the other class members.

Rules for Writing Menus

- Capitalize all words except prepositions and conjunctions.
- Write the food in the order it is served.
- Describe the method of food preparation.
- Use a balanced form.
- The meat is written first when serving a family-style meal.
- The salad is written after the vegetables when serving a family-style meal.
- The bread and butter are written after the salad when serving family-style.
- The salad is written first when serving a three-course meal such as salad, main course, and dessert.
- The dessert is written just before the beverage.
- The beverage is always written last.

Example of a breakfast menu:

Orange Juice
Poached Eggs   Broiled Bacon
Biscuits   Margarine
Peach Preserves
Coffee   Milk
Hot Tea

Example of a dinner menu:

Broiled Steak
Mashed Potatoes   Gravy
English Peas
Tossed Vegetable Salad
Whole Wheat Rolls   Margarine
Angel Food Cake with Strawberries
Iced Tea   Milk
Coffee

Example of a three-course meal:

Tossed Vegetable Salad
Broiled Chicken Breast
Asparagus   Corn on the Cob
Whole Wheat Rolls   Margarine
Gelatin-Fruit Dessert
Iced Tea   Coffee

This is an example of a banquet meal, a large family meal, or a restaurant meal when the salad would be served while preparing plates of the main course for the guests.

Source: *Education for Self-Responsibility IV: Nutrition Education*, p. 247. Austin, TX: Texas Education Agency with Home Economics Curriculum Center, 1992.

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FRUITY SNACK IDEAS

Raggedy Ann and Andy Treat

Peach halves
Banana slice
Shredded cheese
Raisins
Maraschino cherries
Lettuce leaves
Celery sticks

- *For each treat, place a peach half, cut side down, on a plate.*
- *Place a banana slice next to the peach half for the head.*
- *Use small celery sticks for the arms and legs, with raisins at the ends for hands and feet.*
- *To make the face, use raisins for the eyes and nose and a piece of cherry for the mouth.*
- *For Raggedy Ann, add a ruffly leaf of lettuce for the skirt and some shredded cheese for the hair.*

Banana Wheels

Banana slices
Orange juice
Toasted wheat germ

- *Dip banana slices in orange juice*
- *Roll in toasted wheat germ.*

Peanut Butter Balls

1/2 cup peanut butter
1 or 2 tablespoons honey
4 tablespoons dry milk

2 tablespoons chopped nuts
2 tablespoons raisins

- *Combine ingredients.*
- *Roll into balls.*
- *Store in the refrigerator.*
- *Serve and enjoy !*

Other Fruity Ideas

Orange circles or orange smiles

Apple slices spread with peanut butter

Dried apricots, apples, or peaches

Fresh fruit and cheese

Source: *Education for Self-Responsibility IV: Nutrition Education*, p. 141. Austin, TX: Texas Education Agency with Home Economics Curriculum Center, 1992.

NATURALLY GOOD DRINKS

- Water is a healthy beverage that is sometimes forgotten. It is important to drink water every day.
- Orange juice is one of the best drinks because it is nutritious and naturally sweet. Be sure to drink real orange juice and not the orange drinks that have sugar added.
- Milk is a delicious beverage that is not just for babies. Milk gives us calcium and vitamins A and D for strong bones and teeth.
- Apple juice is another delicious and healthy beverage, and it is naturally sweet.
- Most bottled grape juice does not have added sugar, but the frozen concentrate may have added sugar. Either way, it is still more nutritious than a soft drink!
- Tomato and vegetable juices are nutritious, delicious, and a nice change of pace from sweet beverages.

Naturally Good **Grapple Punch**

1. Mix equal amounts of grape juice and apple juice.
2. Add ice and serve.

This is delicious with red or white grape juice as well as purple grape juice.

NAME THAT NATURALLY GOOD DRINK

Directions:
Call out a juice combination and ask students to suggest an unusual and interesting new name for the drink.

Cranberry and Orange

Lemon and Orange

Apple and Cranberry

Cherry and Pear

Apple and Cherry

Cherry and Grape

Lime and Lemon

Source: *Education for Self-Responsibility IV: Nutrition Education*, p. 209. Austin, TX: Texas Education Agency with Home Economics Curriculum Center, 1982.

Comparison of Special Diets

	Regular	Soft	Calorie-Restricted	Bland	Fat Restricted
BREAKFAST	orange juice cream of wheat fried eggs toast jelly milk coffee	orange juice cream of wheat with milk and sugar buttered toast milk	orange juice poached egg whole wheat toast with 1 tsp. margarine skim milk coffee	cream of wheat with apricot puree buttered white toast orange juice milk	orange juice cream of wheat with 1 Tbsp. sugar and skim milk toast with 1 Tbsp. jelly coffee
LUNCH	baked ham glazed sweet potato buttered peas endive salad with French dressing bread butter pineapple ice cream milk	apple juice creamed chicken with peas and noodles baked squash buttered bread custard tea	sliced chicken asparagus spears on lettuce with cottage cheese bread with 1 tsp. margarine cantaloupe tea	poached eggs on white toast creamed spinach pear juice skinless baked apple milk	tomato juice uncreamed cottage cheese on fruit salad toast with 1Tbsp. honey angel cake skim milk tea
DINNER	vegetable soup poached egg buttered spinach rolls butter date bars milk	cream of tomato soup broiled beef patty mashed potatoes with butter green beans buttered bread stewed peaches milk	half grapefruit lean roast beef baked potato cooked carrots lettuce and tomato salad bread fresh strawberries skim milk	cream of tomato soup baked cod fish baked potato with butter tender green peas buttered bread canned peaches milk	baked chicken boiled potato baked squash with honey lettuce salad bread canned peaches skim milk

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Analyzing a Home Health Emergency

1. Review the situation.

a. Is the emergency or injury minor or major?
b. Does the emergency or injury require immediate medical attention?
c. Can the situation be remedied with first aid at home?

2. Check the individual:

a. Try to determine the extent of the injury.
b. If the individual is conscious, ask the individual to describe any pain or injury that may not be visible.

3. Make the individual comfortable.

a. If the individual is seriously hurt, try not to move him or her until medical assistance arrives.
b. If needed, cover the individual to keep her or him warm.
c. Try to keep the individual calm.

4. Give the necessary first-aid treatment.

a. Give first aid if the person does not require professional medical attention.
b. Give first aid if the person needs help before medical help arrives.

5. Seek medical assistance.

a. If medical assistance is necessary, phone the ambulance, paramedics, or fire department.
b. If medical assistance is not needed at the scene of the emergency, take the individual to the hospital emergency room or to the nearest urgent care center.

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Emergency Procedures

Call the ambulance if:

- the situation is life threatening
- the victim is unconscious
- there is a serious head, neck, or back injury
- broken bones are obvious
- there is severe bleeding
- the victim has serious difficulty breathing
- the victim is in shock
- the victim contracts a sudden serious illness and cannot easily be moved

Go to the emergency room if:

- you are unsure about the seriousness of the situation
- time is critical
- you are unable to reach your personal doctor

When in doubt of how serious an injury is, call a doctor or ambulance immediately! Be prepared to tell them the following:

- what has happened
- where the victim is
- what has been done

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SUPPORT ORGANIZATIONS

American Association of Workers for the Blind

American Cancer Society

American Diabetes Association

American Heart Association

American Occupational Therapy Association

American Physical Therapy Association

American Speech-Language and Hearing Association

Arthritis Foundation

Association for the Aid of Crippled Children

Institute for the Crippled and Disabled

Muscular Dystrophy Association of America

National Association for the Deaf

National Association for Retarded Children

National Epilepsy League

National Institute of Mental Health

National Multiple Sclerosis Society

National Paraplegia Association

National Rehabilitation Association

National Society for the Prevention of Blindness

Parkinson's Disease Foundation

United Cerebral Palsy Association

The body temperature varies from 97°F to 99°F and normal is considered to be 98.6° F.

Emotions, water intake, weather, food, and clothes can affect body temperature.

Measurement of body temperature can be by mouth, rectum, or axilla (underarm) or ear.

Persons with fever should be kept quiet and comfortable.

Early evening is the time when body temperature will be highest, and about 4:00 a.m. is when it will be lowest.

Rises in temperature can be gradual or sudden.

Accuracy in measuring body temperature is important.

Thermometers are used to measure body temperature.

Use careful and sanitary procedures when cleaning thermometers.

Rapid drops in temperature might cause shock.

Evaporation of body fluids can cool the body and cause a drop in temperature.

Fevers can be low grade (100° F) or high grade (103°-105° F or above)

Always consider body temperature and respiration together because of the relationship to each other.

Common cause of a change in temperature is the body's defense against infection and poisons.

Treatment for a fever centers around the cause, not the fever.

Subnormal temperature is below 98.6° F.

Body Temperature

Although a person may be ill without having a fever, fever is usually a sign of illness. If the temperature is over the ranges of normal body temperature, (oral, 97°F to 99°F; rectal, 97°F to 100°F; and armpit or axillary, 96.6°F to 98°F), one should seek medical help.

Body temperature should be taken

- when a person feels ill or shows signs of illness;
- when there are symptoms such as sore throat, vomiting, chills, pain in abdomen or chest, or diarrhea;
- or during illness.

Every family should own a thermometer that measures body temperature, and all family members should know how to properly use and clean the thermometer. The different types of thermometers for measuring body temperature include the following:

- digital thermometer
- digital ear thermometer
- mercury thermometer (oral and rectal)

Digital Ear Thermometer, INFORMATION & FACTS

- FAST - Temperature appears in one second.
- ACCURATE - The ear shares blood supply with the hypothalamus (the temperature control center in the brain). Temperature variations from eating, drinking, or breathing through the mouth do not affect the ear.
- CONVENIENT - Saves the struggle of having a child sit still to have the temperature taken. Digital ear thermometers do not require active cooperation, so a temperature can be taken when a person is sleeping.
- WIDELY USED - Digital ear thermometers are being used by many hospitals and doctors' offices around the nation.
- SAFE - Eliminate potential for cross contamination and injury. Safe and comfortable even with newborns.

IS THE THERMOMETER ACCURATE..........................

Q: ...if it recorded my temperature at 97.8°F?

A: Body temperatures range between 97°F and 99°F. Normal or average is considered to be 98.6°F. Temperature can vary by a degree or more over the course of a day. It is usually low in the morning and higher around 5 p.m. Digital ear thermometers are much more accurate than any other type of thermometer.

Q: ...if there is a build-up of ear wax?

A: Digital ear thermometers take a picture of the heat emitted from the eardrum. Since infrared rays go through ear wax, a build-up will not affect the accuracy.

Q: ...if a child has tubes in her or his ears?

A: After tubes are inserted into the ear drums, they become part of the body and emit the same temperature as the ear drum; therefore, the thermometer will provide an accurate temperature.

Q: ...when a child has an ear infection? Will it hurt the child to have his or her temperature taken?

A: Even though the ear is infected, which can create "hot ear," the temperature will be affected by no more than one-tenth of a degree, which is not significant. If possible, take the temperature in the ear that is not infected. If both ears are infected, taking the temperature will be no more uncomfortable than a normal ear examination.

Mercury Thermometers

To clean a mercury thermometer:

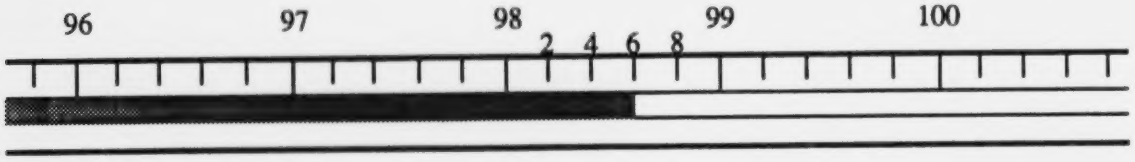
- Wash the mercury thermometer in cool, soapy water and rinse.
- Avoid cleaning a mercury thermometer in warm or hot water because the accuracy of the thermometer will be affected.
- Store in an alcohol solution to sanitize.
- Store oral and rectal mercury thermometers in separate locations.

To use a mercury thermometer:

- Shake the thermometer down to 95°F.
- Place thermometer under tongue, in anus, or in armpit. Use lubricating jelly or petroleum jelly on a rectal thermometer to protect against breakage.
- Leave thermometer in place for three minutes (ten minutes in armpit).

To read a mercury thermometer:

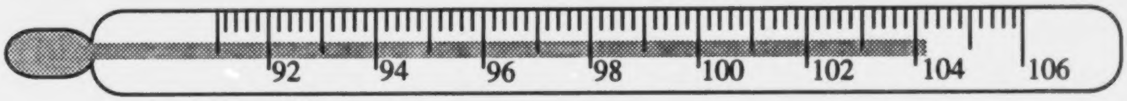
- Hold the thermometer at eye level without touching the bulb end of the thermometer.
- Rotate the thermometer until you can clearly see the band of mercury.
- Observe the temperature markings at the point where the mercury stops.
    a. Short markings represent an increase of two tenths of one degree (0.2°).
    b. Longer markings represent an increase of one degree.
    c. If the mercury band ends at one of the short lines, look to see which long line is to the left. This will tell you the degree of temperature. For example, the temperature in the illustration reads 98.6°F.



Reading a Mercury Thermometer

Directions: Read the thermometers. Write the correct temperature reading in the space provided above each thermometer.

(1) __________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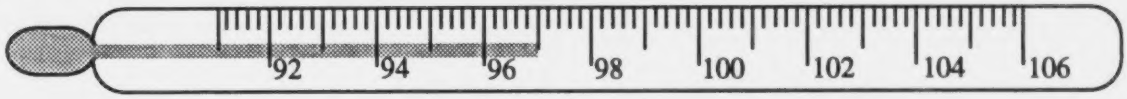
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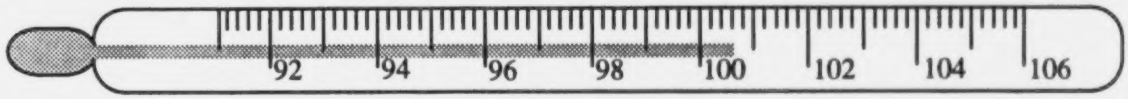
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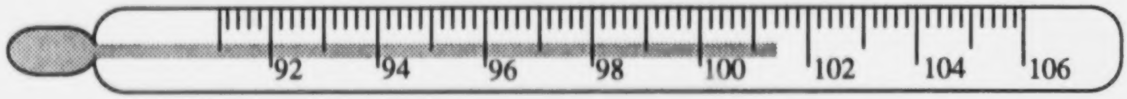
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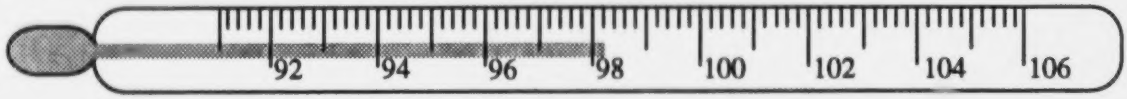
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Monitoring Pulse Rates

- The pulse, or throbbing of blood through the arteries, is a result of the contractions of the heart (heartbeat) as it pumps blood into the arteries. As the blood is forced into the arteries by the contraction of the heart muscle, the elastic walls of the arteries expand and relax to accommodate the blood. This expansion and relaxation of the arteries, or pulsation, is called the ***pulse***.

- The normal pulse rate for an adult is 72 to 80 per minute. It is not unusual for the pulse rates of older adults to be slower than those of younger and middle-aged adults. Pulse rates of 50 to 65 per minute are considered normal for older adults. A newborn baby's pulse rate may be as high as 140; however, pulse rates in young children average about 90 per minute.

- Age and sex may cause the rates to be different. Other reasons for pulse rates to vary are fever, exercise, fright, emotional tension, eating, dehydration, extreme heat or cold, and sleeping.

- The pulse rate should be regular. If it beats too slowly, too rigidly, or irregularly, a doctor should be notified to determine the cause of the irregular beat.

✓ Pulse

The pulse can be monitored in several places on the body, such as the sides of the neck, the lower jawbone, the wrist, in front of the ear, and near the groin. To monitor the pulse at the wrist, do the following:

- Place your right forefinger between the tendons and wrist bone of the left arm so you can feel the pulse of the arteries.

- Count the pulse beats for 30 seconds (or until the second hand is opposite its starting position). Multiply the number of beats by two to get the number of beats per minute and record the pulse rate.

✓ Respiration

It is best to count the individual's respirations after monitoring the pulse rate. The individual should not be aware that you are watching his or her breathing because this knowledge may cause the individual to breathe unnaturally.

- Hold the individual's wrist as if you are monitoring the pulse.

- Begin counting the individual's respiration (count one rise and one fall as one respiration) by noting the position of the second hand on the watch when the chest rises as the individual breathes in. Continue counting as the chest rises for a full minute to get the number of respirations to record. You also can count the individual's respiration for 30 seconds and multiply the number you counted by two to record the respirations per minute.

Adults normally breathe at a rate of from 16 to 20 times per minute. Elderly persons breathe more slowly (14-18), and children breathe more rapidly (20-30).

How to Monitor Respiratory Rates

- Hold the individual's wrist as if you are monitoring the pulse.
- The rise and fall of the chest or upper abdomen is considered one respiration.
- Count the number of respirations for 15 seconds and multiply by four. This is the respiratory rate.
- Notice if the respirations are shallow, deep, rapid, slow, painful, easy, labored, yawning, sighing, or noisy.

Average Respiratory Rates

Age Group	Respirations Per Minute
Elderly	14 - 18
Adults	16 - 20
Adolescents	20 - 22
Three-year olds	20 - 26
Two-year olds	20 - 26
One-year olds	26 - 30
Infants	40 - 60

Sanitation Procedures

- Practice proper handwashing techniques.

- Cover clothing by using an apron or smock to protect the clothing from germs and bacteria.

- Wear gloves to prevent the spread of infection.

- Sanitize articles which come in contact with the sick individual such as linens, clothing, and eating utensils. The two most common methods of sanitizing include the following:

  1) immersion in water at 170°F for a minimum of 30 seconds
  2) use of chemical sanitizers, such as chlorine, iodine, and quaternary ammonia (quats)

- Practice proper care of soiled linens:
  1) store clean linens on clean, dust-free shelves
  2) never allow linens to drop on the floor
  3) carefully remove dirty linens from bed to avoid the spread of germs onto clothes
  4) remove linens immediately from the room to the container provided for soiled linens

Handwashing Procedures

1. Assemble equipment:
   - soap dispenser
   - paper towels
   - warm running water
   - wastepaper basket
   - nail brush

2. Place a paper towel near the sink. Place all equipment on the paper towel as this is a clean area.

3. Turn on the faucet, using a paper towel between hands and faucet to prevent contaminating the faucet. Also, the faucet may have other germs on it that you do not want to carry to the individual. Adjust water to a comfortable warm temperature.

4. Discard the paper towel in the wastebasket.

5. Rinse hands, wrists, and arms up to the elbows to soften dirt and grease. If lower arms are not washed, wash at least two inches above the wrists.

6. Keep fingertips pointed downward. Hold hands lower than elbows while washing.

7. Apply soap thoroughly. Rub lather over palms, tops of hands, wrists, and lower arms. Use a paper towel to press the soap dispenser in order to prevent contamination of dispenser.

8. Clean under fingernails where dirt and bacteria may be trapped. Wet hands if needed to continue lathering.

9. Repeat the lathering, using a rotating and rubbing motion to provide friction for one to five minutes. Rub between fingers and up and down to reach all skin surfaces. Soap, water, and friction remove germs.

10. Rinse thoroughly, rinsing one hand, wrist, or arm at a time. Use a paper towel to turn off the faucet; discard the paper towel in wastepaper basket. Do not touch the faucet with clean hands.

11. Dry hands, wrists, and arms thoroughly with paper towels; discard the paper towels in a wastepaper basket. Do not touch the wastepaper basket.

12. Do not use a fabric towel. Use paper towels instead because fabric towels can carry germs and contaminate the clean hands, wrists, and arms.

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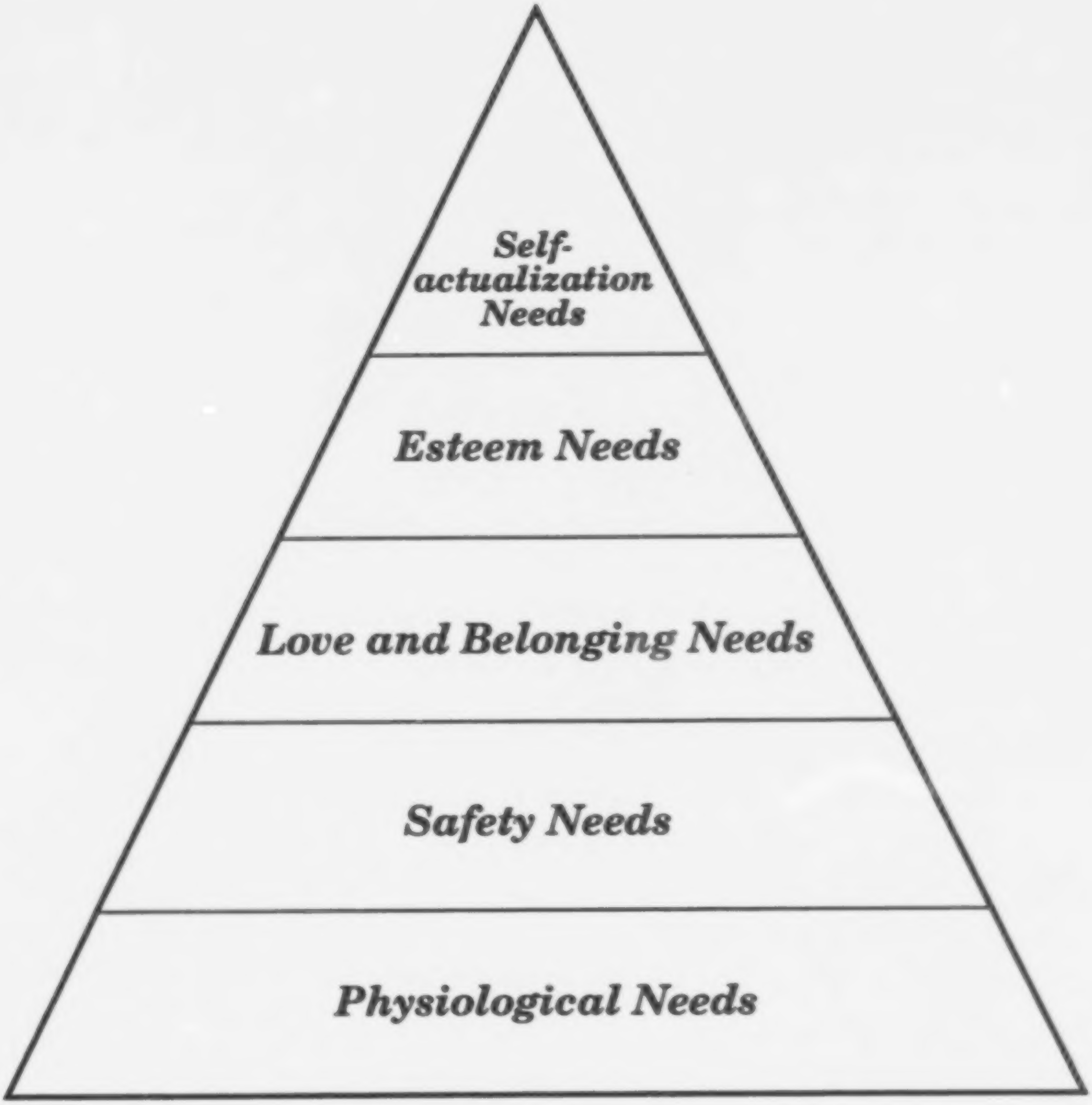
Maslow's Hierarchy of Needs


Self-actualization Needs
Esteem Needs
Love and Belonging Needs
Safety Needs
Physiological Needs

Values of Exercise

EXERCISE...

- keeps muscles strong thus promoting good posture.
- prevents body deterioration from prolonged inactivity.
- prevents muscles from wasting away.
- causes joints to become more flexible.
- provides a greater agility.
- prevents a breakdown of the protein in the body
- prevents calcium from being leached out of bones to keep bones from being soft and breaking easily.
- provides endurance.
- provides more overall energy.
- helps release tension.
- helps reduce risk of heart disease.
- promotes good circulation of the blood.
- keeps the lungs working at capacity.
- prevents loss of speed and coordination in performing many activities.
- prevents fine motor skills from deteriorating.
- aids in digestion.
- aids in eliminating body wastes.
- helps you gain, lose, or maintain your weight.
- improves appetite.
- decreases the frequency of lower back pain.
- makes your life more fulfilling by helping you to be active and independent.

Chair Aerobic Activities for the Elderly

1. Ask for a Group Worksheet. Choose a Reader, Checker, and Recorder.

↓

2. Select and memorize a learning activity to entertain and to teach elders. Become expert teachers.

↓

3. Brainstorm ideas for choreographing the activity. Remember, all participants will be sitting in chairs or wheelchairs.

↓

4. This learning experience must have these parts to be complete:
   - A memorized learning activity for elders.
   - The activity must include hand and arm motions.
   - All group members will participate in teaching.
   - A completed Group Worksheet.

↓

5. On a signal from the teacher, the group will perform and teach the chair aerobic activity to the entire class.

Music for Chair Aerobic Activities

♪ SHE WADED IN THE WATER ♪
(Tune: Battle Hymn of the Republic)

Verse 1
She waded in the water and she got her feet all wet,
She waded in the water and she got her feet all wet,
She waded in the water and she got her feet all wet,
But she didn't get her (clap, clap) wet, (clap) yet. (clap)

Chorus:
Glory, Glory Hallelujah!
Glory, Glory Hallelujah!
Glory, Glory Hallelujah!
But she didn't get her (clap, clap) wet, (clap) yet. (clap)

Verse 2
She waded in the water and she got her ankles wet (3 times)
But she didn't get her (clap, clap) wet, (clap) yet. (clap)

—(Repeat Chorus after each Verse)—

Verse 3
She waded in the water and she got her knees all wet (3 times)

Verse 4
She waded in the water and she got her thighs all wet (3 times)

Verse 5
She waded in the water and she finally got it wet (3 times)
She finally got her bathing suit wet!

♪ FOUND A PEANUT ♪
(Tune: Oh my darlin' Clementine)

Verse 1
Found a peanut, found a peanut, found a peanut just now,
Just now I found a peanut, found a peanut just now.

Verse 2
Cracked it open, cracked it open, cracked it open just now,
Just now I cracked it open, cracked it open just now.

Verse
3 It was rotten...
4 Ate it anyway...
5 Got a stomachache...
6 Called the doctor...
7 Penicillin...
8 Operation...
9 Died anyway
10 Went to heaven...
11 Wouldn't take me...
12 Went the other way...
13 Didn't want me
14 It was a dream...
15 Woke up...
16 Found a peanut...

♪ THE BEAR WENT OVER THE MOUNTAIN ♪

Verse 1
The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see.

Chorus:
To see what he could see,
To see what he could see

Verse 2
The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see.

Chorus:
Was all that he could see,
Was all that he could see

The other side of the mountain was all that he could see.

Exercise to Increase Heart Rate and Improve Fitness

You may use the chart below to find your target heart rate zone. The upper and lower pulse-rate limits of the target zone are conveniently provided in the form of ten-second counts. Exercising with pulse rates in the target zone, even at the low limit, can improve fitness.

Target Heart Rate Zone*

Age	Lower Limit	Higher Limit
10	25	30
15	24	29
20	23	28
25	23	28
30	22	27
35	22	26
45	20	25
50	20	24
55	19	23
60	19	23
65	18	22
70	18	21

*These values pertain only to the average healthy person.

How to Count Your Pulse Rate

The pulse rate is a reflection of the heartbeat. You must be able to find your pulse within a second or two after stopping exercise, or the count will not equal your exercise heart rate.

The four best places to find your pulse are: 1) over the heart, 2) at either carotid artery running vertically at the side of the neck, 3) over the temple, or 4) at the wrist on the thumb side. Once you have felt the beat, start counting *immediately* for *just ten seconds.*

You will be using your target zone and counting your pulse to guide you in your exercise to improve fitness. *Do not* do any exercise which pushes your pulse above the high limit of the target zone!

Sleep Trivia

Zzz At present, an individual's sleep cannot be quantified. Different people need different amounts of sleep, but no one knows just how much sleep each person needs each day.

Zzz There are scientists who suspect that America is a sleep-deprived nation. They feel Americans walk around drowsier and slower than they should due to a lack of sleep.

Zzz The most sensible approach to the amount of sleep needed by each individual is to sleep enough to be wide awake, alert, and refreshed throughout the next day.

Zzz The need for sleep doesn't change much with age, but the ability to sleep changes dramatically.

Zzz The average twenty-year-old awakens approximately ten times during the night.

Zzz Sleep scientists have counted more than 150 awakenings during the night in elderly people.

A LIFESTYLE ACTIVITY SPECIALIZED NEWSPAPER

Students Work in Groups

Students should be organized into cooperative learning groups of two or three. Each group is to prepare a newspaper that describes lifestyle activities that will enhance and promote health and well-being of children.

Each group will prepare a newspaper that reports the following information about lifestyle activities for preschool children:

1. Exercise and fitness activities
2. Health checkups and immunizations
3. Good nutrition
4. Sports and games
5. Cartoons and ads can be included, but are optional

Each student must write one major story that carries his or her byline. Team members may work together on the research. Students will edit the work of other group members.

In Addition to Assigning Individuals to a Group,

The Teacher Should...

- Select a leader for each group.
- Provide directions regarding the length and format.
- Specify work areas for the group.
- Help group members locate resources.
- Set time limits.
- Facilitate the working relationships within the group.

Create an Invention

Group Members:

1. Ask for a Group Worksheet; choose a Reader, Checker, and Recorder.

2. Create an invention to promote a lifestyle activity that will enhance and promote the health and well-being of children.

3. Brainstorm for ideas on how this invention will encourage children to reach their full potential. Talk about what the invention looks like, and what is needed to create or build it.

4. This assignment must have these parts to be complete:
    - A complete written description of the invention and how it is used.
    - A picture showing what it looks like.
    - A "classy" advertisement to promote the invention.
    - A picture of another invention that is similar to the one your group invented.
    - A completed Group Worksheet.

5. Organize how you will begin working on the invention. Decide who will be responsible for completing different tasks. Set times for finishing each task. Decide how you will present the invention to the other members of the class.

Factors That Influence Health and Wellness

Less Control **More Control**

Heredity ═══ **Environment** ═══ **Health Care Systems** ═══ **Lifestyle**

Caregivers Guide to Objective and Subjective Observations

When working with the elderly, the caregiver needs to recognize the signs of physical or emotional problems as early as possible. The caregiver should always be alert to any changes in behavior patterns in the elderly. If helping with hygiene needs, the caregiver can use this time to be particularly alert to signs of possible illness or changes in general well-being.

Early detection of an illness is important. Recognizing the signs of an illness early and obtaining needed medical care usually result in a speedier recovery. When evaluating the signs of illness, the caregiver should know that a mild symptom, as well as a severe symptom, can precede a serious illness. The caregiver must be able to give an accurate description of observations to the appropriate professional.

The following is a guide for key observations that can be made while helping provide personal care for the elderly. There are two kinds of observations: objective and subjective.

Objective observations are signs that one can see or changes that are occurring outwardly or physically. Objective observations which indicate possible problems include the following:

- Face — dull, indifferent, anxious, tired, expressionless
- Eyes — unusual movement, sunken, protruding, discharging, puffy, dark circled
- Eyelids — red, swollen, heavy, drooping
- Pupils — dilated, contracted, unequal
- Nose — discharging, sore, bleeding
- Lips — pale, blue, dry, cracked, sore
- Mouth — trembling, twitching, sore
- Breath — hot and feverish, sour, foul, irregular breathing
- Tongue — dry, pale, coated
- Posture — slumping, unsteady
- Bones — prominent, unpadded
- Muscles — flabby, loose, tense
- Position — difficult movement, drawn-up knees
- Condition of abdomen — tender to touch, enlarged
- Hands — hot, cold, moist, dry, swollen, extremely wrinkled, pale or flushed, red splotches
- Fingers — clubbed, restless, trembling, inactive
- Feet — shuffling, dragging, motionless
- Joints — enlarged, swollen, tender, distorted
- Circulation — general body swelling, discolored skin
- Skin — itching, sore, tender, irritated, off-color (blue, yellow, gray, red), sweating
- Body excretions — lacking control of bowel and bladder, pain, blood
- Nails — hard, brittle, pale
- General condition — losing strength, weakness, losing appetite, restless sleep

Subjective observations are sensations, feelings, or emotions expressed by the individual. One might watch for the following:

- Description of pain — sharp, dull, constant, interval
- Sensations such as hot, cold, shivering, tingling, prickling, color, odor, touch, pressure, hunger, thirst, appetite
- Feelings or emotions such as fear, anxiety, worry, distrust, happiness, faintness, dizziness, spots before the eyes
- Loss of function of any senses
- Individual tires easily
- Sleep patterns

Rules for Recording and Reporting

- Report objectively. If reporting subjectively, be sure to say so.
- Be sure information is correct.
- Be sure information is complete.
- Know the information which should be written and the information which should be reported verbally.
- Report and record quietly and calmly.
- Report all changes in an individual's condition.
- Report the special events in the order they occurred. Include persons present at this time.
- Report and record soon after the event or change.

Developmentally-appropriate Behavioral Expectations for the Elderly

A developmentally-negative behavior pattern in elderly people could be caused by

- not preparing financially for retirement;
- having difficulty adjusting to declining health and physical strength, plus other physical problems;
- difficulty adjusting to the loss of a spouse; and
- difficulty adjusting and adapting to a different career and social role.

Elderly people who have developmentally-positive behavioral patterns have

- maintained self-acceptance;
- good self-esteem;
- continued to be active;
- adapted to different social roles;
- been able to use earlier life experiences in adjusting; and
- felt a positive support from society.

❀ Elderly people are like people of all ages. They must continue to develop and change in a flexible manner if health is to be promoted and maintained.

Contributions of Elderly Individuals

- George Burns was still performing as a comedian when he celebrated his 98th birthday in 1994.
- George Washington Carver gave his life savings, at age 76, to the Tuskegee Institute to establish a foundation for agriculture research.
- Bette Davis wrote her autobiography *This 'n That* at age 79.
- Cecil B. De Mille made the movie *The Ten Commandments* when he was 70 years old.
- David N. Dinkins became mayor of New York City in 1990 at the age of 63 and is still in office in 1994 at the age of 67.
- Benjamin Franklin helped write the Declaration of Independence at age 70. He was named chief executive of the state of Pennsylvania at age 79.
- John H. Johnson, publisher of books and magazines directed mainly to black leaders, published his autobiography, *Succeeding Against the Odds*, at the age of 71.
- Jomo Kenyatta became Kenya's first president at age 70.
- Douglas MacArthur was appointed commander of U.N. forces in Korea at age 70.
- Mohandas (Mahatma) Gandhi led India's moral opposition to British rule at age 77.
- Johann Von Goethe finished the masterpiece *Faust* at age 82.
- Lena Horne, in her mid-seventies, continued to act and sing.
- Michealangelo began work on St. Peter's Basilica at age 70.
- Ronald Reagan celebrated his 70th birthday during his first year in office as President of the United States.
- Albert Schweitzer was awarded the Nobel Prize in recognition of his efforts toward world peace at age 77.
- Jessica Tandy opened on Broadway playing the role of Amanda in a revival of Tennessee William's *The Glass Menagerie* at age 74.
- Mark Twain wrote *The $300,000 Bequest* and *Eve's Diary* at age 71.
- Giuseppe Verdi composed the opera *Falstaff* at age 77.
- Laura Ingalls Wilder wrote her best children's stories in her 70's. Her first book was published when she was 65.
- A 97-year-old lady working on her master's degree in college would tell people, "This old age is wonderful." She made straight A's, went to class twice a week, and after class would stop at a fast food restaurant for a sandwich.

Analyzing A Television Show Produced For Children

1. Title of television show:

2. Write a synopsis of the television show.

3. Record the number of acts of violence per thirty minutes.

4. Do you think excessive violence has any effect on children's behavior? In what way(s)?

5. Record any stereotyping of males and females.

6. Explain how the stereotyping was portrayed.

7. Record any stereotyping of ethnic or cultural groups.

8. Explain how the stereotyping was portrayed.

9. Do you think a lack of minorities in children's shows or the way in which they are portrayed increases feelings of segregation or racism? Why?

10. Do you feel this show would be beneficial for children? Why?

Design a Television or Video Guide for Children

1. Ask for a Group Worksheet. Choose a reader, checker, and recorder. Complete the first part of the group worksheet.

2. Interview parents of young children or students who baby-sit to find out what educational programs children like to watch.

3. Look through television guides. You may use existing programs or create new programs. The television or video guide must include educational shows that help children reach their full potential emotionally, socially, morally, physically, and intellectually.

4. Write a television or video guide just for young children. The guide must have these parts to be complete:

   - A mission objective to explain your philosophy of television or video programming for young children
   - An attractive cover
   - A table of contents
   - The names of programs and the times they will be shown
   - A short description telling what the programs are about
   - A minimum of six pages

5. Brainstorm for ideas on how you want to organize the television or video guide.

6. Organize how you will begin working on the educational television or video guide. Decide who will be responsible for each task. Complete the guide and Group Worksheet. Prepare to present your work to the group.

Tips for Selecting and Reading Books to Children

Reasons for reading to children:

- Meet children's intellectual needs
- Expand children's world
- Help children understand other people
- Teach social skills to children
- Teach values and morals to children

Selecting a book for a child:

- One sentence a page for three-year olds
- Three sentences a page for five-year olds
- Well-illustrated
- Fun and meaningful
- Avoid fear situations for three- to four-year olds
- Pleasant surprise element

Holding the book:

- Hold the book with one hand and place three fingers on the back and the little finger and thumb on the front. This allows the reader to show the illustrations to the children.

Preparing to read the story:

- Practice reading
- Use visual aids
- Read with expression

Age-appropriate Toys and Play Equipment

Birth — One Year

rattles
mobiles
placental sound toys
crib jinglers
musical toys
hanging rattles

One Year — Five Years

stacking or nesting boxes
push toys
touch and feel books
stuffed animals
squeaking toys
large crayons
wagons, cars
blocks
balls
wheeled toys
dolls
cars and trucks

Birth — Two Years

small plastic toys
musical pull toys
pails
cups
spools
balls
wheeled toys
washable squeak toys
touch and feel
books

Three Years — Six Years

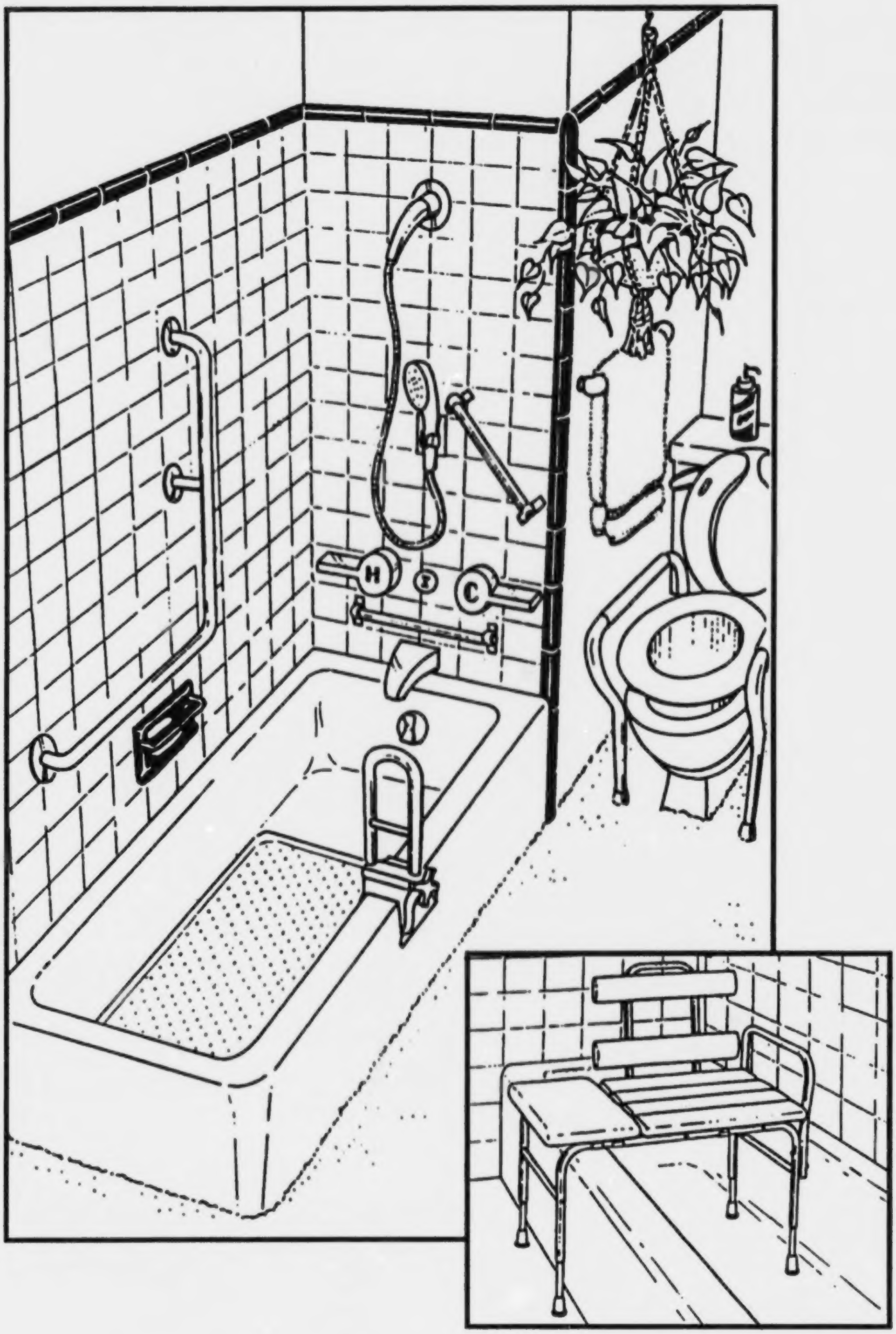
dolls
trains, cars, trucks
chalk and chalkboard
feely boxes
construction block sets
paints
ladders, boxes
modeling clay
boxes and crates
markers

Six Years — Nine Years

doll houses
paper dolls
race cars
carpentry sets
science experiments
board games
small dolls and wardrobes
video games
sports
computer

TA 109

Bathroom Safety Equipment



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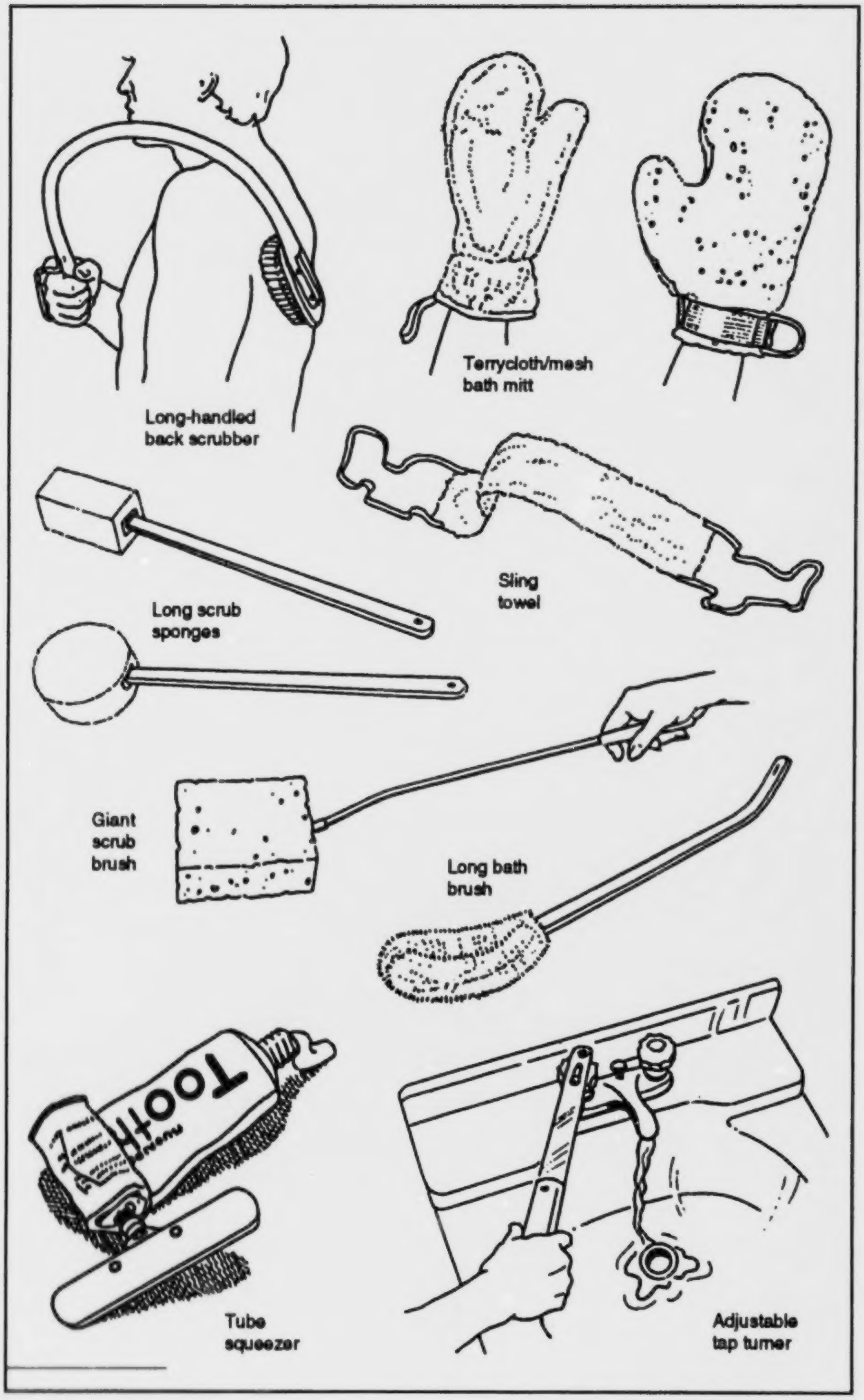
Bathing and Personal Care Equipment


Terrycloth/mesh bath mitt
Long-handled back scrubber
Sling towel
Long scrub sponges
Giant scrub brush
Long bath brush
Tooth
Tube squeezer
Adjustable tap turner

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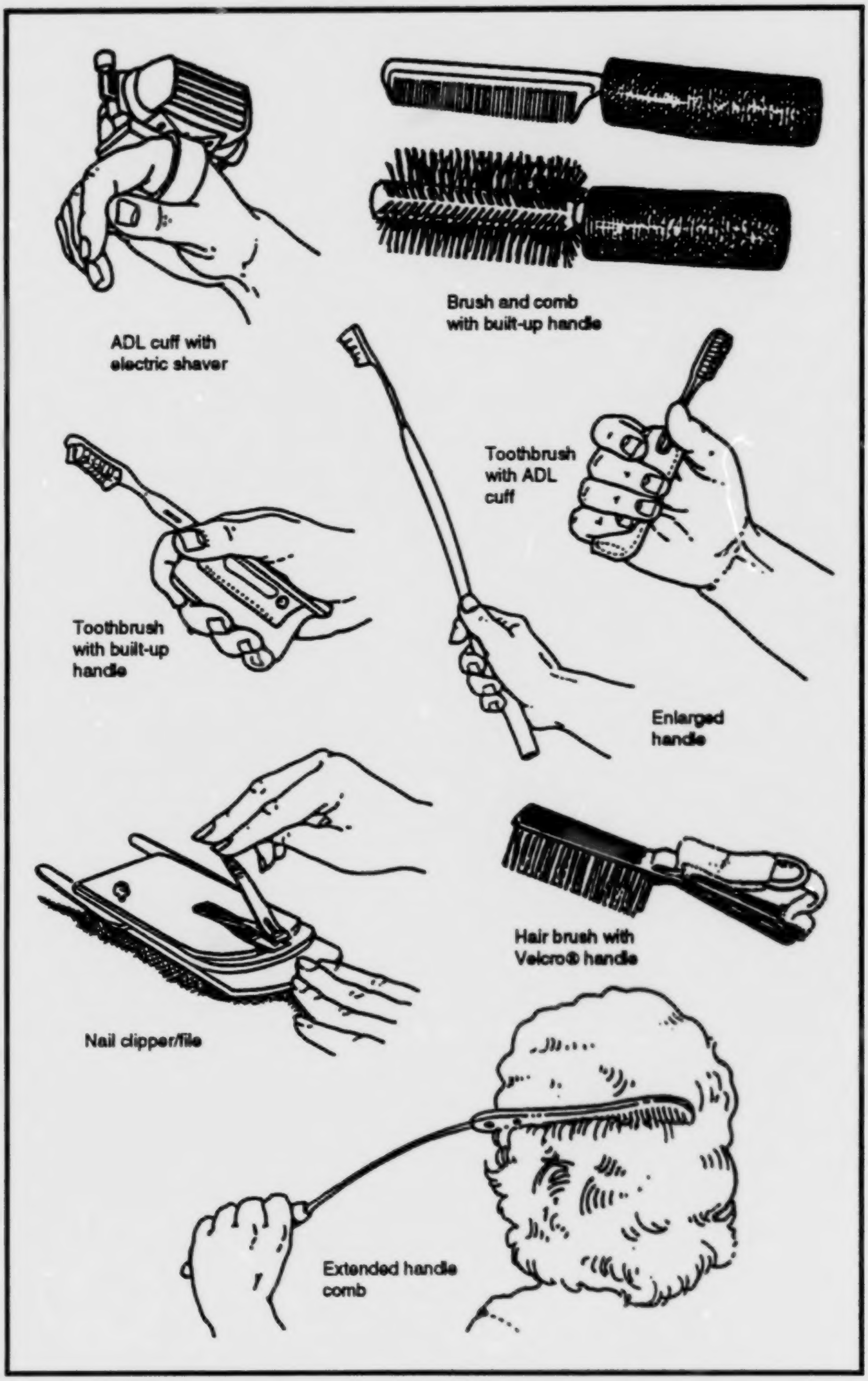
Grooming Equipment


ADL cuff with electric shaver
Brush and comb with built-up handle
Toothbrush with ADL cuff
Toothbrush with built-up handle
Enlarged handle
Hair brush with Velcro® handle
Nail clipper/file
Extended handle comb

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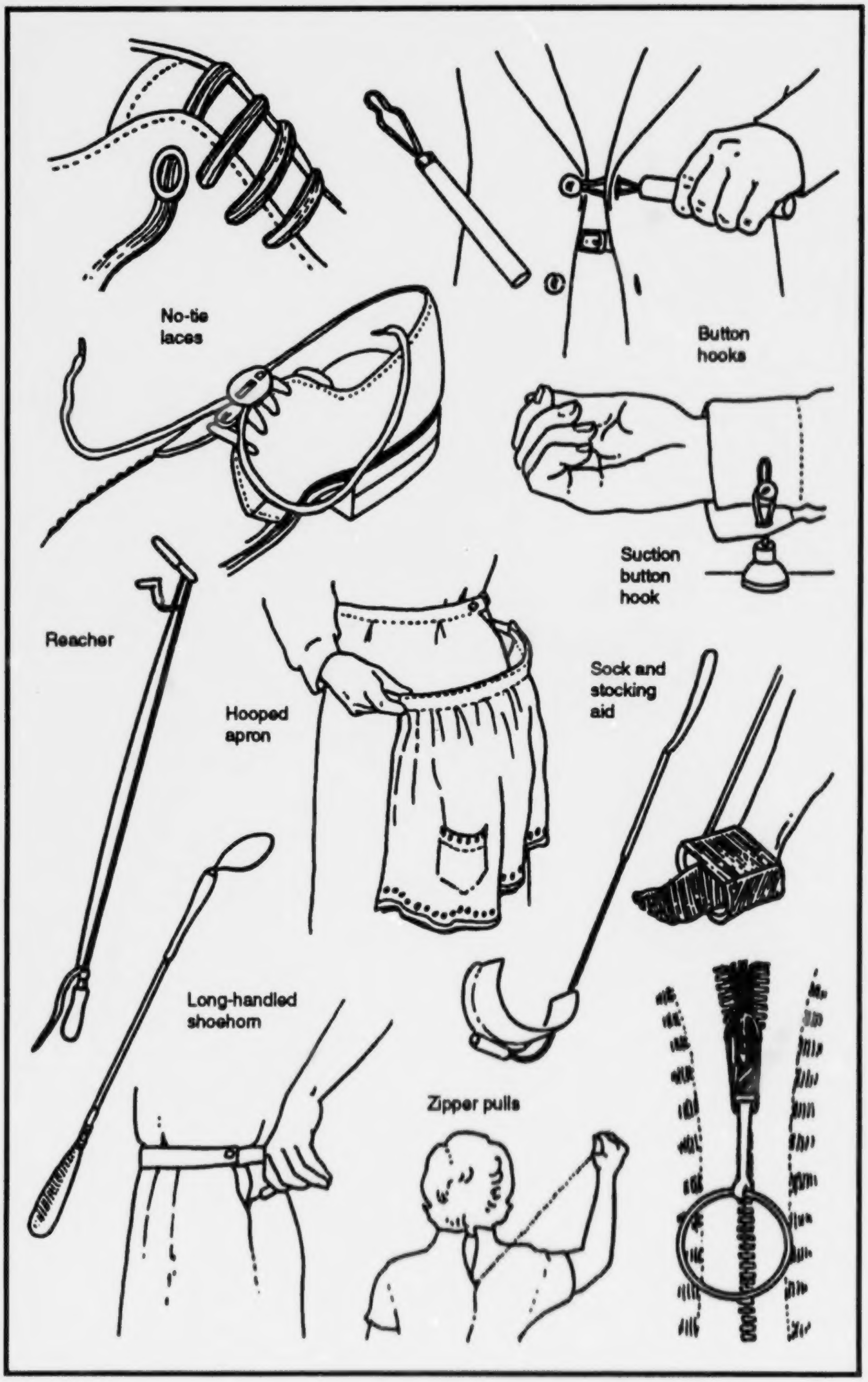
Dressing Equipment


No-tie
laces
Button
hooks
Suction
button
hook
Reacher
Hooped
apron
Sock and
stocking
aid
Long-handled
shoehorn
Zipper pulls

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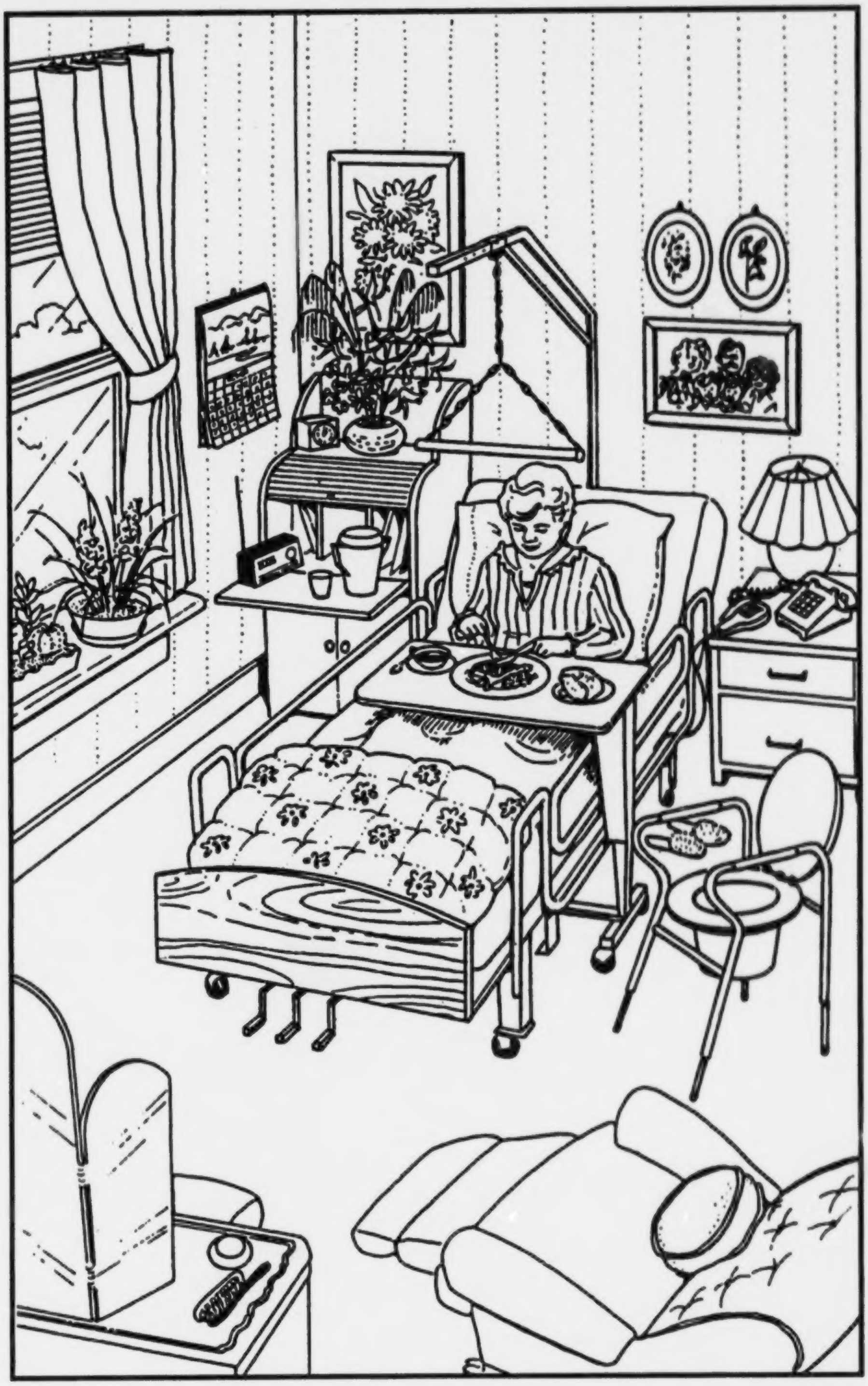
Bedroom Equipment For The Bedridden Person



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Guidance Strategies for the Elderly

- Do not be afraid to touch elderly people.
- Elderly individuals desire human contact which can be satisfied with a handshake, a friendly pat, or arm about the shoulder.
- Assist elderly people in accepting the fact that they are growing older; emphasize the positive aspects of aging.
- Older people need opportunities to talk about and resolve their problems and conflicts.
- Listen to elders as they reminisce.
- Talk to the elderly about their activities when they were children and young adults and about their families.
- Help older people develop new relationships.
- Help elderly individuals find creative outlets in community activities, arts, and hobbies.
- Help elderly people find ways to help themselves in order to improve self-esteem.
- Encourage elderly people to practice healthy patterns of living.
- Do not be afraid to discuss topics surrounding death, loss, and the grief process.

Guidance Observation

Observe caregivers with a child in a store, park, home, school, or church. Describe an episode when the child's self-concept was positively and negatively guided by the caregiver's actions. Suggest another way that the caregiver might have acted in order to promote the child's positive self-concept.

---

1. Location and time of observation: ______________________________

   Description of incident when a child was positively guided by a caregiver:

   ____

   ____

   ____

2. Location and time of observation: ______________________________

   Description of incident when a child was negatively guided by a caregiver:

   ____

   ____

   ____

   Suggestion for another guidance technique that will promote a positive self-concept:

   ____

   ____

Conclusions:

These are the things I learned during this observation that will help me provide positive guidance for the children in my care:

1.

2.

3.

Guidance and Discipline Role Plays

Below are children's actions and caregiver's reactions to the children. Write a positive response to each situation.

Situation	*Negative Responses*	*Positive Responses*
Domingo, age 2, spilled a glass of milk.	"You're a bad boy."	
Kristie, age 4, put her clothes on by herself.	"You put your shirt on backwards again."	
Ian, age 5, threw his jacket on the chair.	"I've told you a million times to hang your jacket in the closet."	
Chiarra, age 3, was in tears because her toy was broken.	"Stop crying like a baby. You're a big girl."	
Mark, age 2, was banging on the piano.	"Why can't you be good like your sister?"	
Dionne, age 4, drew on the wall with a red crayon.	"You are terrible. You ruined the wall."	
Rasheed, age 3, hit Seth, age 2, with a foam bat.	"Don't ever hit anyone again. You are a little monster."	
Krishna, age 5, refused to share her toy truck.	"You can't have company anymore. You are selfish."	

Guiding Young Children

What would you do if...

- a three-year-old child is starting to child care for the first time and doesn't want to stay?

- a three-year-old child has been toilet trained for a year and has suddenly started wetting his clothes again?

- a three-year-old child suddenly throws food on the floor?

- a two-year-old child cries off and on during the day?

- a four-year-old child refuses to share a toy with another child?

- a four-year-old child draws on a freshly painted wall with a felt-tipped marker?

- a five-year-old child uses a swear word because he is angry when you tell him "no"?

Behavior and Positive Guidance Strategies

Card 1 Behavior	Card 2 Possible Cause – Positive Guidance Strategies
An elderly lady is complaining because the floral arrangement she received does not have any fragrance.	With age, there is a loss of ability to detect smells, so concentrate on colors of the flowers. As vision changes, the blues, greens, and violets seem to fade, so select colors such as yellow, red, or orange. Concentrate on talking about the color rather than the smell of the flowers.
An elderly person has been showing dependent behavior and hostility.	Possibly caused from anxiety. Sit with the person, hold the person's hand, and listen carefully to reassure him or her.
An elderly man begins to cry.	Probably is frustrated because he can't accomplish what he wants to do. Put your hand on his shoulder help him to know that you understand. Help him with the task, but do not do it for him.

TA 119

Communication Skills

"Communication" is the process by which ideas, feelings, and information are shared. It involves the skills of listening, speaking, and writing.

In order for communication to occur, a message must be sent and received.

Basic to all communication is self-concept. A person must understand himself or herself before he or she can communicate effectively with others.

Communication is influenced by various factors including the attitudes, personalities, perceptions, ideas, sensitivities, and communication skills of the sender and the receiver.

The types of communication include verbal and nonverbal communication.

Mixed messages occur when someone does not say what she or he really means. This affects the listener's perception of what the sender is really communicating. It is also important for verbal communication and body language to agree.

Physical conditions such as impaired sight and hearing affect communication. A person who is visually impaired must make special provisions to communicate — primarily in regards to written communication. Braille is a method of communication that enables the visually impaired to read.

Sign language is a communication tool used by individuals who are hearing impaired and others wishing to communicate with the hearing impaired.

Selective listening occurs when a person only hears what he or she wants to hear.

Communication can be improved by pleasant facial expressions, appropriate eye contact, appropriate tone of voice, and a touch on the hand, arm, or shoulder.

TA 120

Levels of Communication

Level 1

Deepest thoughts and feelings are revealed. Reactions and emotions are shared by the speaker and listener.

Level 2

An honest sharing of feelings and emotions occurs at this level.

Level 3

Some ideas are shared. The speaker watches for acceptance or rejection of ideas before continuing conversation.

Level 4

No opinions or feelings are expressed in this level. Events or facts are reported.

Level 5

There is no sharing of emotion in this level, and conversation is often based on common expressions. This is the lowest level of communication.

TA 121

Interview Questions

Prepare yourself for the job interview by writing the answers to the following questions on your own paper:

- What type of work do you want to do? Why?
- What qualifications do you have for this type of work?
- Why did you chose this particular field of work?
- Why did you select our company?
- What work experience have you had?
- What do you know about our company?
- Tell me about your background and experience.
- Are you interested in a training program?
- Is the size of our company important to you? Why?
- Do you have any questions about our company?
- What contributions can you make to our company?
- What are your strengths and weaknesses?
- What subjects have you liked most and least in school?
- What are your hobbies and interests?
- What type of leadership experience do you have?
- Do you have any plans for further self-improvement?
- What was your major achievement in high school?
- What starting salary or wage do you expect?

Job Interview Rating Sheet

Name of Potential Employee ______________________________ Date ______________________________

Directions: Write in the appropriate rating under the "score" column. Where information or evidence is missing, assign a "0." Total the points. Make comments to help participants identify their strengths and weaknesses.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
INTERVIEW Interview attire suitable for specified job	1-2	3-4	5-6	7-8	9-10		
Verbal — Nonverbal Communication • clarity of expression • eye contact • friendly, poised personality	1-4	5-7	8-13	14-17	18-20		
Neatly groomed, good posture	1-4	5-7	8-13	14-17	18-20		
Job Knowledge • basic understanding	1-2	3-4	5-6	7-8	9-10		
Job Qualifications	1-4	5-7	8-13	14-17	18-20		
INFORMATION Résumé complete and appropriate	1-2	3-4	5-6	7-8	9-10		
APPLICATION Complete application form	1-2	3-4	5-6	7-8	9-10		

Total ________

Verification of total score

____

________ (please initial)

TA 122

Types of Communication:
Listening and Feedback

It is important for individuals to possess good communication skills. Research has shown that individuals spend approximately 70 percent of each day communicating, whether it be speaking, listening, reading, or writing. Approximately 42 percent of each day is spent listening, 32 percent of each day is spent speaking, 15 percent of each day is spent reading, and 11 percent of each day is spent writing.

Listening

Listening is a communication skill that is often overlooked. It is one of the most difficult skills to learn. Messages must be sent as well as received for communication to occur. Therefore, communication fails when a person does not listen to the message sent. The ability to receive a message is as important as the ability to send a message.

Listening is not the same as hearing. Both hearing and listening use the ear, but listening involves understanding what is heard. Reasons people do not listen include the following:

- distracting interruptions such as noises from outside
- thinking about something else
- disagreeing with what the speaker has to say
- assuming what the speaker will say
- having difficulty hearing the speaker
- misunderstanding the speaker's words
- being distracted by the speaker due to mannerisms, tone of voice, or other reasons

The two basics methods of listening:

- *Passive Listening*—an individual receiving information refrains from presenting her or his own views or opinions and encourages others to share their feelings and ideas. For example, an individual may reply with phrases such as, "I see" or "Really" when listening.

- *Active Listening*—usually more effective than passive listening and requires the listener to understand what the speaker actually means. In active listening, the listener repeats what the speaker says to make sure the content of the message is clearly understood. It is important for the listener to repeat or rephrase only what the speaker has said and to avoid giving advice.

Listening can be improved with patience. In order to become good listeners, individuals must practice listening skills such as the following:

- Concentrate on what is being said
- Ignore distractions
- Establish eye contact with the speaker
- Do not interrupt the speaker
- Ask the speaker to explain in more detail what she or he is saying
- Listen to the entire message rather than selected parts
- Keep an open mind to new ideas
- Listen for feelings that are not verbally expressed by the speaker, such as happiness, sadness, anger, or frustration.

Feedback

Feedback is the response a person gets to a message sent. It is an important factor in effective communication. Feedback is a process by which the listener and speaker check the meaning of a message. It assures the listener that he or she understands the speaker's message. Feedback also assures the speaker that her or his message is understood by the listener. In addition, feedback provides the speaker the opportunity to clear up a message that has been misunderstood. Examples of feedback include the following:

- active listening
- asking questions
- expressing feelings about a matter

Two-way communication occurs when the speaker and the listener both provide feedback. *One-way communication* occurs when the person receiving information cannot obtain feedback. Training videos and instructional manuals are examples of one-way communication. An individual cannot question the instructor of a training video or the author of a manual. An individual must use his or her own judgement to interpret the information. Misunderstanding often occurs in one-way communication.

Verbal Communication

Use standard grammar and develop a broad vocabulary.

Speak to the listener.

Speak clearly and distinctly.

Use a courteous voice and friendly tone of voice when speaking.

Avoid monopolizing a conversation by telling every detail of a story.

Reasons for Not Listening

- Being distracted by interruptions such as noises from outside
- Thinking about something else
- Disagreeing with what the speaker has to say
- Assuming what the speaker will say
- Having difficulty hearing the speaker
- Misunderstanding the speaker's words
- Being distracted by the speaker due to mannerisms or tone of voice

GOOD LISTENING PRACTICES

- ☞ Concentrate on what is being said.
- ☞ Ignore distractions.
- ☞ Establish eye contact with the speaker.
- ☞ Do not interrupt the speaker.
- ☞ Ask the speaker to explain in more detail what he or she is saying.
- ☞ Listen to the entire message rather than selected parts.
- ☞ Keep an open mind to new ideas.
- ☞ Listen for feelings that are not verbally expressed by the speaker, such as happiness, sadness, anger, or frustration.

Types of Communication:
Verbal and Written

Verbal Communication

A responsible speaker who wants to be understood strives to send a clear message to the listener. Important communication skills to master when speaking include the following:

- Use correct standard English rather than slang or casual expressions others may not understand. Use standard grammar and develop a broad vocabulary.
- Organize the information to be presented in a logical manner in order to help facilitate understanding.
- Speak to the listener. Look directly at the listener and establish eye contact. Eye contact shows the listener that the speaker is interested in talking to her or him.
- Speak clearly and distinctly. Avoid running words together, mumbling, talking too fast, and speaking away from the listener.
- Use a courteous and friendly tone of voice when speaking. Be tolerant of other individual's points of view and avoid complaining and arguing.
- Avoid monopolizing a conversation by telling every detail of a story.

Written Communication

Written communication is important for school, work, and everyday activities. In the workplace, written communication skills are needed for writing office memos, reports, and business letters. Many people have difficulty putting their thoughts into words. Others can communicate more easily using written communication skills. Reading newspapers and books also can improve writing skills.

Words to Know

Communication is the process by which ideas, feelings, and information are shared. It involves the skills of listening, speaking, and writing.

Listening is understanding what is heard.

Passive Listening occurs when an individual refrains from presenting her or his own views or opinions and encourages others to share their feelings and ideas.

Active Listening requires the listener to understand what the speaker actually means. An active listener repeats what the speaker says to make sure the content of the message is clearly understood.

Feedback is the response a person gets to a message sent.

Two-way Communication occurs when the speaker and the listener both provide feedback.

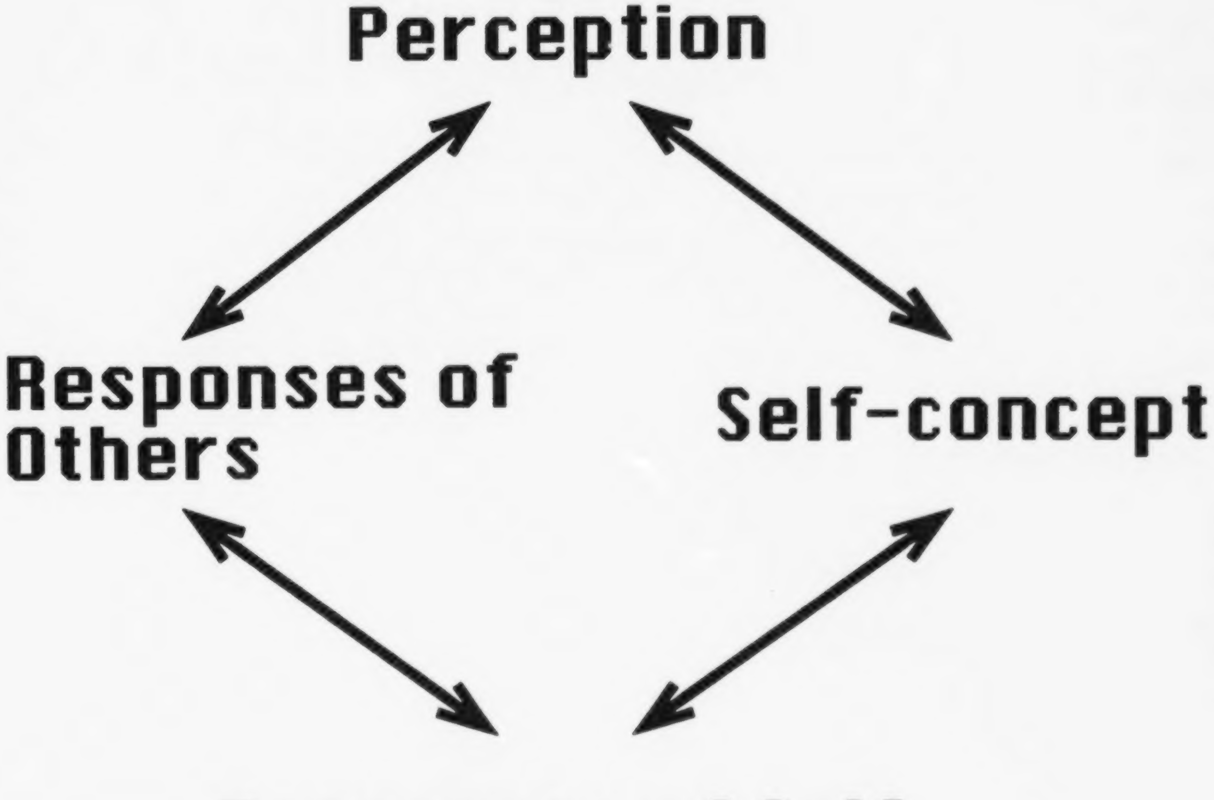
One-way Communication occurs when the person receiving information cannot obtain feedback.

Body Language is communicating messages through gestures and body movements.

Perception is how one selects, organizes, and interprets information.

Self-disclosure occurs when people voluntarily tell others information about themselves that the other party is unlikely to know or discover from other sources.

Perceptions



Perception

Responses of Others

Self-concept

Responses of Self

Types of Communication:

Body Language

Body Language

Communication can occur without using words. Individuals communicate many messages through their gestures and body movements. This type of communication is known as ***body language.*** Each movement a person makes sends a message. The following are examples of body language:

- folded arms—defensiveness
- raised eyebrows—doubt
- slumped shoulders—fatigue
- eye-to-eye contact—desire to communicate
- facial expression—variety of emotions such as enthusiasm or lack of enthusiasm, disbelief, sadness, or embarrassment

A person's body language often reveals the feeling behind a message more clearly than the words that are spoken. Furthermore, a person's body language can send a false or misleading message to the listener.

In order for communication to be clear, an individual's body language must agree with her or his spoken message. The more a person's body language and spoken words reflect the same message, the better the listener is able to interpret what the speaker means. For example, an individual sitting slumped in a chair and using a monotone voice to tell an exciting story sends a mixed message to the listener. The listener receives a message of excitement and a message of fatigue or boredom. In order to communicate a message clearly, the speaker should use body language that sends the same message as her or his spoken message.

The Composing Process

Prewrite and Plan

√ Choose a topic.
√ Define the purpose.
√ Target an audience.
√ Gather information.
√ Organize information.

Write a First Draft

√ Write to get topical ideas down on paper.
√ Remember the purpose and audience.
√ Do not concentrate yet on mechanics.

Revise

√ Refine the content.
√ Focus on organization of ideas.

Edit

√ Proofread for mechanics and grammar.
√ Evaluate the following:
  - organization
  - topic development
  - use of appropriate transition
  - clarity of language
  - word and sentence variety

Publish

√ Share the product with an audience in a variety of ways.

TA 132

Puppets are People!

- Create a five-minute puppet show.
  - √ You are the puppet's personality.
  - √ Speak clearly, slowly, and realistically.
  - √ Turn the puppet toward the audience when you're speaking.
  - √ Your puppet may teach, dramatize a story, lead a song, or solve a problem.
  - √ You are the director and the puppet is the actor.
- List the names of the people in the group.
- Describe the puppet show.
- State the purpose of the puppet show.
- List three important concepts your group learned.

Learning Games

1. Ask for a Group Worksheet. Choose a Reader, Checker, and Recorder.

2. Make a learning game for preschool children. Begin by looking through the examples of learning games provided.

3. Your group project must have these parts to be complete:
   - ➪ a title for the game
   - ➪ a colorful and entertaining learning game
   - ➪ a written report explaining what each member contributed
   - ➪ a role play showing how the game will be used
   - ➪ a completed Group Worksheet

4. Organize how you will begin working on the learning game. Decide who will be responsible for completing different tasks. Set the time for finishing each task.

5. Prepare to role play the game. Include the entire group. Roles include the teacher (or mother or father) and the preschool children.

Developmentally-appropriate Games for Children

Game:	Work – Play
Skill:	Categorizing Pictures of Work – Play
Activity:	The child sorts the pictures of work and play activities on an answer sheet.
Getting Started:	Select two sheets of paper and write WORK at the top of one sheet and PLAY at the top of the second sheet. Cut out pictures from magazines of people working and playing.
Playing the Game With a Child:	The teacher might say, "Look at the picture and tell me what the person is doing. Is he working or playing? Which answer sheet would you put it on? Why? That's good thinking! Now, look at the next picture. Tell me what the people are doing in this picture. Are they working or playing?" Continue until several pictures are on the WORK sheet and several pictures are on the PLAY sheet.

Game:	The Feely Game
Skill:	Making selections using the sense of touch.
Activity:	Wearing a blindfold, the child matches each card to its mate on the answer sheet by feeling the textures.
Getting Started:	Select several materials with texture such as elastic, velvet fabric, sponge, sandpaper, wire screening, and air bubble packing plastic. Make two identical sets of the items you select. Glue one set to the answer sheet and leave the other set free.
Playing the Game With a Child:	The teacher might say, "I'll put the blindfold on you." Hand the child one item and say, "Try to find the pair that matches this item on the answer sheet by feeling all the items until you make a match." Continue the game until all items are matched.

Developmentally-appropriate Games for Children

Game:	Apples in the Trees
Skill:	Forming sets of objects and counting
Activity:	The child places apples on each tree until the amount matches the number on the tree trunk.
Getting Started:	Use colored construction paper to make five trees. Number the trees #1-#5. Use red construction paper to cut out fifteen red apples.
Playing the Game With a Child:	The teacher might say, "Put one apple on tree #1." Point to the tree #2 and say, "How many apples should be placed on this tree? Good thinking. Put two apples on the tree." Continue until the apples are grouped correctly on the five trees.

Game:	Float or Sink
Skill:	Learning that some items float in water and that others sink.
Activity:	Through trial and error, the child discovers whether an item floats or sinks when put into a container of water.
Getting Started:	Write FLOAT at the top of one sheet of construction paper and SINK at the top of a second sheet. Select a variety of items for experimenting such as a clothespin, paper clip, soap, rock, pencil, leaf, twig, and rubber band.
Playing the Game With a Child:	The child may fill the water container. The teacher may say, "Do you think this item (rock) will float or sink? Place the rock in the container of water very carefully. Was your prediction correct? Dry the rock with a paper towel and place it on the FLOAT or SINK sheet."

TA 134c

Developmentally-appropriate Games for Children

Game: Little Cars and Garages

Skill: Counting and Matching

Activity: The child matches the dots on the car with the number on the garage and drives the car into the appropriate garage.

Getting Started: Collect empty milk cartons, or other small boxes, and small cars. Number each box garage and put small dots on the cars.

Playing the Game With a Child: The teacher might say, "How many dots are on this car? Let's count the dots together. One, two, three, four...Four dots...Now, find the garage with the number four...Good job! Drive the car into the #4 garage." Continue until all the cars are in the correct garages.

Game: Seven Days of the Week

Skill: Learning the seven days of the week

Activity: The child places seven train pictures in order, with Sunday first, then Monday, and continues until all are in order from left to right.

Getting Started: Use construction paper to cut out outlines of seven train cars. Write a day of the week on each train car. (The teacher might make a similar game for the months of the year.)

Playing the Game With a Child: The teacher might say, "What is the first day of the week? Yes, it is Sunday. Put the engine with SUNDAY on it on the left. Which day comes next? Good! Put the train car with MONDAY on it next." Continue until all seven cars have been placed in a sequence from left to right.

Developmentally-appropriate Games for Children

Game: Mailperson

Skill: Matching

Activity: The child matches each envelope to the house with the same number.

Getting Started: Have children draw a picture of her or his house. Write the house number on the house. Write each child's address on an envelope.

Playing the Game With a Child: The teacher might say, "Did you ever get a letter at your house? How did the mailperson know to deliver to your house? Look at this house and these envelopes. Is there anything that is the same? Now, use the numbers of the house and match the envelope with the same numbers. Deliver the mail to the houses." Continue until all mail has been "delivered."

Game: Strengthening Left-to-Right Progression

Skill: Ordering Common Objects Numerically

Activity: The child will place items in order from one through ten.

Getting Started: Select ten items that are within the children's frame of reference. Examples are a candy bar, a familiar laundry detergent, a vitamin container, shampoo, hair spray, hand soap, cans of familiar vegetables, fruits, meats, or drinks. Attach a number to each item, numbering from 1 to 10.

Playing the Game With a Child: The teacher might tell the child, "Find something that has a number 1 on it What number comes next when you are counting? Find something with that number on it." Encourage children to place all 10 items in order from left to right.

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Create a Child Care Business

1. Philosophy/Objectives/Goals:

2. Age group:

3. Teacher/Child Ratio:

4. Days:

5. Hours:

6. Developmentally-appropriate Activities:

7. Guidance Techniques:

8. Nutritional Goals:

9. Cost:

10. Toys:

11. Parent/Teacher Communications:

12. Programs for Children with Special Needs:

Advertising Flier for a Child Care Business

1. Ask for a Group Worksheet. Choose a Reader, Checker, and Recorder.

2. Apply your knowledge of quality child care criteria to create a flier in which you advertise a new child care business. The flier will be distributed to potential customers.

3. Brainstorm ideas for a title for the child care business.

4. The child care flier must have these parts to be complete:
   - A business title
   - A decorated cover
   - A simple message advertising the child care business' philosophy, ages of children, teacher/child ratio, days and business hours, learning activities, guidance techniques, and costs of the child care.
   - A picture that relates to the business.
   - Must be at least four pages in length.
   - A written report explaining what each group member contributed to creating the flier.
   - A completed Group Worksheet.

5. Organize how you will begin working on the flier. Decide who will be responsible for completing different tasks. Set times for finishing each task. Plan how you will share the flier with the other members of the class.

1. Ask for a Group Worksheet. Choose a Reader, Checker, and Recorder.

⬇

2. Select and memorize a learning activity to entertain and to teach young children. Become expert teachers.

⬇

3. Brainstorm ideas for choreographing the activity. If dancing is not appropriate, decide on hand and arm movements.

⬇

4. This learning experience must have these parts to be complete:
    - A memorized learning activity for young children.
    - The activity must include hand, arm, or foot motions.
    - All group members will participate in teaching.
    - A completed Group Worksheet.

⬇

5. On a signal from the teacher, the group will perform and teach the children's learning activity to the entire class.

Activities for Young Children

Poems and Finger-plays for Young Children

Poems

Train Is A-Coming

Train is a-coming, oh yes.
Train is a-coming, oh yes.
Train is a-coming, train is
  a-coming.
Train is a-coming, oh yes.

Better get your ticket, oh yes.
  (etc.)

Johnny is the engine, oh yes.
  (etc.)

Mary Wore Her Red Dress

Mary wore her red dress, her
  red dress, her red dress.
Mary wore her red dress.
All day long.

Danny wore his blue shirt...
  (etc.)

Johnny was a tall Indian...
  (etc.)

Indians in a Teepee

Five little Indians in a teepee
Sleeping quietly as can be.
Along comes the chief, and
  what do you think?
Up jump the Indians quick as
  a wink!

Clap Hands

Clap, clap, clap your hands
Clap your hands together.
Clap, clap, clap your hands
Clap your hands together.

Poke, poke, poke your nose.
  (etc.)
Pull, pull, pull your ears.
  (etc.)
Nod, nod, nod your head.
  (etc.)
Wiggle, wiggle, wiggle your
  fingers, etc.
  (etc.) ☞

What Shall We Do?

What shall we do when we all
  go out, all go out, all go out.
What shall we do when we all
  go out, to play?

We shall swing on the swing
  when we all go out, all go
  out, all go out.
We shall swing on the swing
  when we all go out to play.

We shall slide down the
  slide...(etc.)

We shall play in the sand...
  (etc.)

?

Finger-plays

Open, Shut Them

Open, shut them.
Open, shut them.
Give a little clap.
Open, shut them.
Open, shut them.
Lay them in your lap.

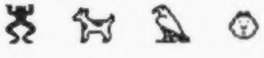
Creep them, creep them.
Creep them, creep them.
Way up to your chin.
Open wide your little mouth,
But do not let them in. ☝

Three Balls

Here is a ball (form circle with
  thumb and forefinger)
And here is a ball (form circle
  with thumb and all fingers
  touching)
And here is a great big ball.
  (form large circle with arms
  over head, fingers touching)

Can You

Can you hop like a rabbit?
Can you jump like a frog?
Can you waddle like a duck?
Can you run like a dog?
Can you fly like a bird?
Can you swim like a fish?
Can you sit still like a good
  little child?



Here's a Bunny

Here's a bunny with ears so funny (bend two fingers)
And here is a hole in the ground (other arm akimbo)
When a noise he hears
Up pop his ears (two fingers pop straight up)
And he hops in a hole in the ground. (jump into arm hole)

Traffic Light

Stop says the red light (hold palm of hand out)
Go says the green (point finger out)
Wait says the yellow light, flashing in between. (open and close hand)
Watch all the cars and see them obey. (form glasses with finger and the thumb)
Red, green, and yellow light
Showing them the way.

The Orange Tree

Way up in the orange tree.
Five little oranges smiled at me
I shook that tree as hard as I could
Down fell the oranges
M - m - m, were they good.

Grandmother's Glasses

Here are grandmother's glasses (form circle with thumbs and fingers around each eye)
And this is grandmother's cap (form point with hands on top of head)
And grandmother folds her hands
And puts them in her lap.
These are grandfather's glasses (form larger circles around eyes)
And this is grandfather's hat (form hands straight up on head)
And grandfather folds his arms
JUST LIKE THAT! 👓

☾ *Night* ☆

My eyes can see
My mouth can talk
My ears can hear
My feet can walk
My nose can smell
My teeth can bite
My lids can flutter
My hands can write
But when the sandman comes at night
Scatters sand, turn out the light
I'll say "Good Night" to you and you
Each part of me says "Good Night" too.

Right and Left

This is my right hand,
Raise it up high.
This is my left hand,
I'll touch the sky.
Right hand, left hand
Twirl them around.
Left hand, right hand
Pound, pound, and pound.

This is my right foot,
Tap, tap, and tap.
This is my left foot,
Pat, pat, and pat.
Right foot and left foot
Run, run, and run.
Left foot, right foot
Jump for fun.

Hands on hips, hands on your knees
Put them behind you, if you please.
Touch your shoulders, touch your toes
Touch your knees and then your nose
Raise your hands way up so high
And let your fingers swiftly fly
Then hold them out in front of you
While you clap them—one and two.

Ten Little Fingers

I have ten little fingers
And they all belong to me.
I can make them do things
Would you like to see?

I can shut them up tight
Or open them wide.
I can put them together
Or make them all hide.

I can make them jump high.
I can make them jump low.
I can fold them up quietly
And hold them just so.

Relaxation

My feet are still.
My legs are still.
My hands are folded and still.
My arms are still.
My shoulders are still.
My lips are still.
My eyes are still.
This is my quiet time.

* * *

This Little Froggie

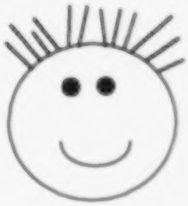
This little froggie broke his toe,
This little froggie said, "Oh, oh, oh."
This little froggie laughed and was glad.
This little froggie cried and was sad.
This little froggie so thoughtful and good,
Ran for the doctor as fast as he could.

What Can I Do?

Am I strong? Sure I am. Here let me show you my muscle. (demonstrate)
Can I fight? Sure I can. Let me show you how I tussle. (prize fighter posture)
Can I pitch? Sure I can. Just watch me bat the ball (toss up and bat ball)
Will I swim? Sure I will—and dive off the highest wall! (breast stroke and diving position)
Can I chin myself? I can. Are you watching me? (fists over head, rise on toes; lower arms and level with chin)

The Family

This is my father. (Hold up thumb)
This is my mother. (Hold up pointing finger)
This is my brother tall. (Hold up middle finger)
This is my sister. (Hold up ring finger)
This is the baby. (Hold up little finger)
Oh, how we love them all!



Focused-time Activities for Young Children and High School Students

The following are activities that can provide direct interaction between three- to five-year olds and high school students.

1. Pick a favorite stuffed animal and ask children to make up a story with you. Ask the children questions like, "How did this bunny get his ears?"; "Was this little dog ever lost in the city?"; "Why is this pig's tail so curly?" It is important that the children become involved in the storytelling.

2. Look around the room and see how many different shapes you and the children can find. A bookshelf has squares and triangles, a soft pillow is a circle, etc. Count the number of items you and the children find that are squares, rectangles, circles, triangles, trapezoids, ovals, and diamonds.

3. Give a child an empty egg carton and a box containing similar and different small objects such as peas, buttons, keys, beads, paper clips, etc. Encourage the child to put like objects into the same section of the egg carton.

4. Sit with a child to make place mats for members of her or his family or for the members of the preschool class. Print each person's name on the mat. Then the child may decorate the place mat.

5. Encourage a child to invent her or his own story while you act as a secretary who writes the story as the child speaks. Encourage the child to illustrate the story.

6. Collect clean gallon milk jugs. Cut away the handle side and the top spout part of the plastic jug. Have a child decorate it with buttons, pipe cleaners, markers, and anything else she or he wishes to make a space helmet.

7. Staple a piece of carbon paper between two sheets of paper. Let the child draw a picture and reveal the duplicate "magic" picture.

8. Play the game of *Concentration* with children. This game encourages looking at differences in letters and numbers, as well as pictures. Take twelve squares of paper. Draw six matching pairs of letters, numbers, squares, rectangles, or triangles. Turn the cards upside down and tell the children to turn over two cards at one time. If they match, the children keep them. Take turns and soon the children will remember where the cards are.

9. Play with materials that will stretch a child's imagination and encourage him or her to speak with you. Include globes, books, poems, nursery rhymes, picture books, magnets, aquariums, bubbles, and puzzles.

Appropriate Teaching Methods and Skills for Teaching the Elderly

- *Prepare a finished example of the craft product for the elderly adults to see before they start their project.*
- *Work with a small group or have enough co-workers to work individually with the elderly, if possible.*
- *Get the attention of everyone before starting.*
- *Look directly at the individuals when giving instructions.*
- *Talk slowly but do not exaggerate the words.*
- *Talk loud enough for the elderly to hear or use a microphone. Do not shout.*
- *Look directly at the individual who is deaf, but who can read lips.*
- *Give instructions for one step at a time; help individuals complete this step before going on with the next step.*
- *Have students assist each individual as he or she gets started on his or her project.*
- *Praise the elderly adults as they work on the project.*
- *Touch them on the hand or arm, or put an arm around their shoulders, as you praise their work.*
- *Remember to be patient and repeat the instructions as needed.*
- *Show empathy if a person cannot understand the procedure.*
- *Show a sense of humor if an embarrassing or unpleasant situation occurs.*
- *Show a positive attitude when working with elderly people.*
- *Use a simple project, preferably one that can be completed in one activity setting.*

How Effectively am I Working?

Answer **YES** or **NO** to the following questions:

1. Am I sensitive to children's feelings?
2. Do I listen to the children?
3. Do I plan carefully before teaching?
4. Do I exercise control without threatening?
5. Am I emotionally responsive to children?
6. Am I enthusiastic?
7. Do I have confidence in my abilities?
8. Do I cooperate with fellow workers?
9. Do I follow directions willingly?
10. Do I enjoy the activities with children?
11. Do I apply myself to the job?
12. Do I feel pleasure in children's successes?
13. Am I committed to helping children reach their full potential?
14. Is my nonverbal and verbal language effective?
15. Do I accurately carry out instructions?
16. Do I cooperate with supervisory personnel?
17. Am I dependable?
18. Do I adapt to new and unexpected situations easily?
19. Do I have the initiative to work on my own?
20. Am I neat in my personal appearance?

The YES answers indicate strengths.
The NO answers indicate areas that need work.

Themes for Young Children's Activities

The suggestions of ways to develop the themes are designed to help teachers plan as many experiences as possible using real objects. Children need to be actively involved in exploring and experimenting with the items in the theme areas.

Birds

- Name and illustrate various birds.
- Talk about the colors of birds.
- Imitate sounds of birds.
- Discuss differences in nests: in water, on land, in trees, in bird houses, etc.
- Explain how birds help man: sounds, beauty, eating insects, etc.
- Use pictures of bird eggs.
- Describe similarities and differences.

Growing Things

- Name and identify common plants.
- Describe differences in where plants grow.
- Note differences in flowers.
- Name and illustrate fruit grown on trees, vines, plants.
- Discuss what grows above ground and what grows underground.
- Plant seeds.

Color

- Match colors.
- Select a designated color from a group of colors.
- Identify color when it is held up.
- Classify two or more colors.
- Discuss uses of colors.

Seasons

- Name the seasons.
- Describe characteristics of the seasons.
- Name what people wear during each season.
- Discuss activities during different seasons.
- Describe family customs for holidays.
- Discuss present season.

The Community and Community Helpers

- Name and describe the following: parks, highways, streets, roads, buildings, businesses, movies, hardware stores, florists, plant nurseries, pet stores, shoe stores.
- Describe what takes place inside these places. Name objects from stores that can be worn on specific parts of body:
    - ring—finger
    - bracelet—wrist
    - hat—head
- Name and describe community helpers, their places of work, activities, and services. Have community helpers visit the child care facility to demonstrate what they do.

Sports

- Name kinds of sports.
- Describe summer and winter sports.
- Name pieces of equipment used in sports.

Sound

- Identify sounds of everyday life.
- Identify direction of sound.
- Differentiate between loud and soft.
- Recognize familiar sounds.
- Make simple musical instruments.
- Participate in musical activities.

Families

- Name family members.
- Name where they live.
- Describe the family activities that may be done together.
- Describe jobs and responsibilities of family members. Identify names, addresses, and phone numbers.

About Puppets

Puppets should be a part of every child's world because they are fun, educational, and entertaining. Puppets can contribute to a child's development in many ways. They can stimulate the child's imagination and provide a means for the child to express creativity. A puppet can help a child express his or her own thoughts and feelings in a way that he or she might not otherwise be able to do. The puppet develops a personality of its own and is able to say things the child would never say. This is the beauty of puppetry!

Puppets also help the child develop listening, verbal, and language skills. Puppetry offers a fantastic setting for the socialization of children because they are learning to plan, work, and play together in a constructive manner.

Several kinds of puppets are available or can be created with simple materials. A few of these are paper bag puppets, stick or finger puppets, sock and hand puppets, and marionettes.

Ideas for skits to use for puppet shows can come from stories written by the children, original stories and books, real life situations and problems, or songs and poems.

Suggestions to Remember When Using Puppets

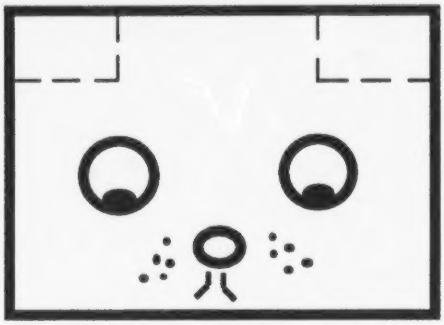
Let your imagination go wild! Puppets can show all sorts of feelings and expressions, and they should definitely be exaggerated. Your puppet can be angry, excited, silly, tired, happy, curious, or scared. Practice movements and mannerisms the puppet could have to show different emotions.

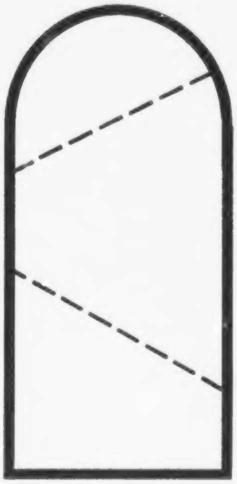
Move the puppet's mouth as it speaks. This lets your audience know who is talking and it gives life to the puppet. The puppet's mouth should be wide open at the end of each word. Practice talking slowly and distinctly, and experiment with different voices.

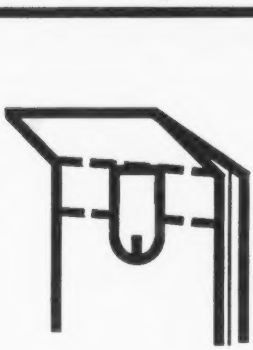
Make the puppet's movements realistic. The puppet should move slowly on and off the stage and the puppet's face should be pointed toward the audience rather than the ceiling or floor when it is speaking.

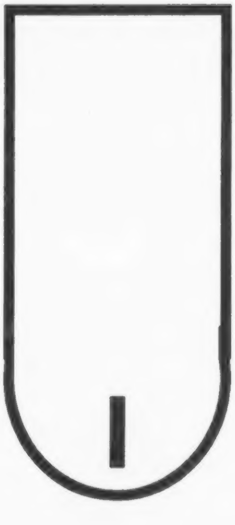
Remember to use your imagination! The puppet is the actor, and you are its director.

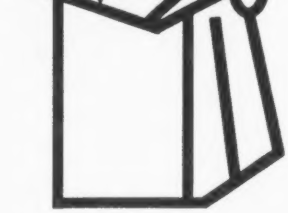
Paper Sack Dog
• Puppet •

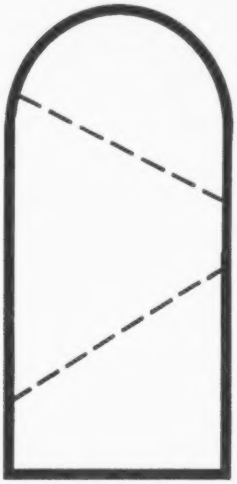












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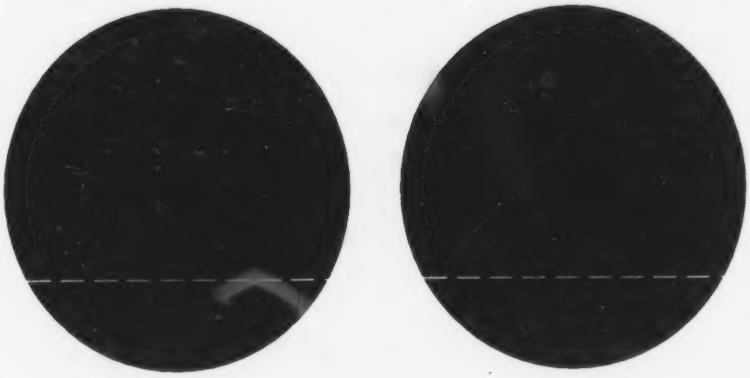
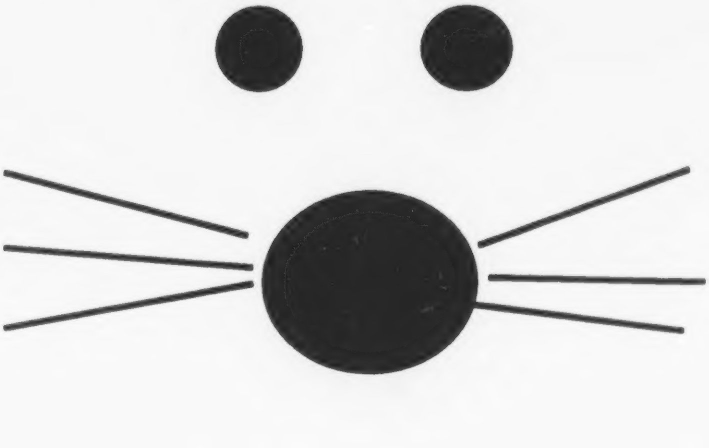
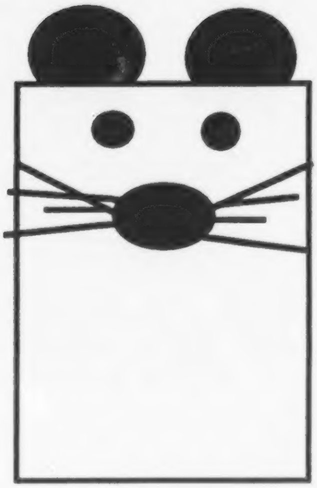
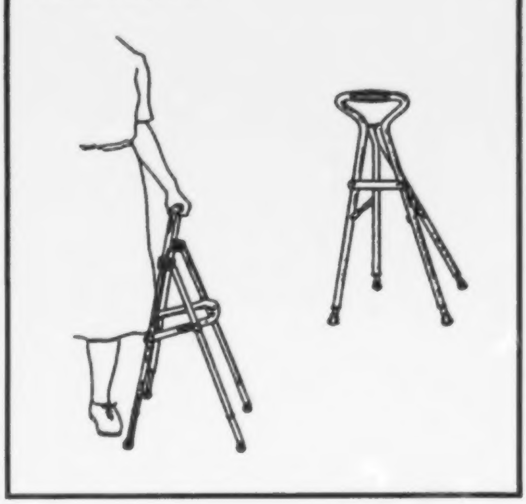
Paper Sack Mouse
• Puppet •



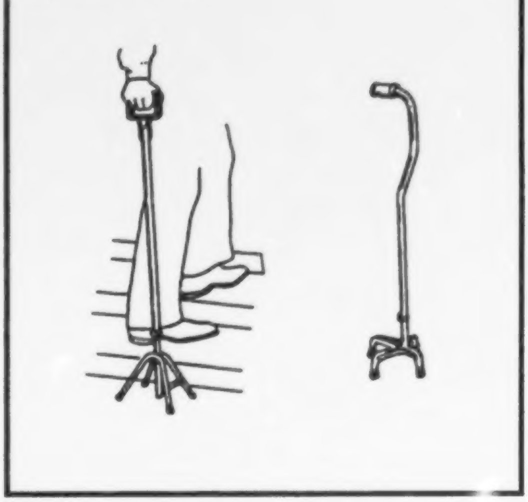




Walk Canes

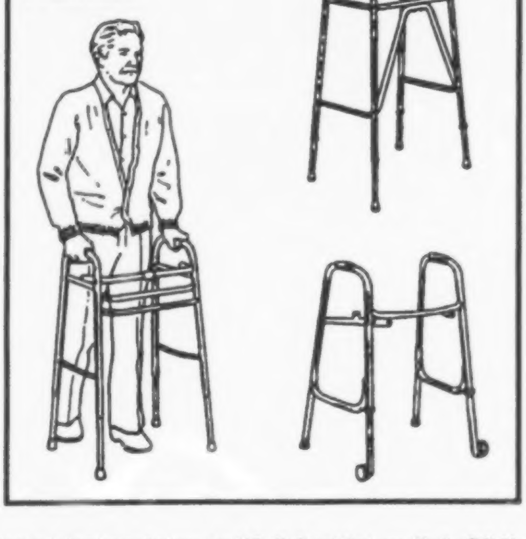


Quad Canes

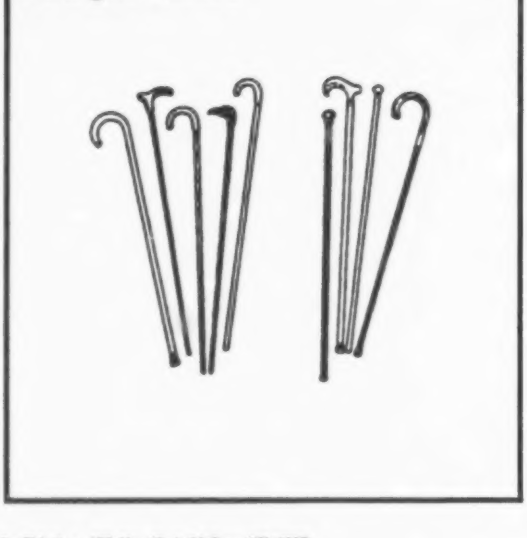


Walking Equipment

Walkers



Straight Canes



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How Will We Do It?

Activities for Three- and Four-Year Olds:

Activities for Five-Year Olds:

Activities for Six-, Seven-, and Eight-Year Olds:

Reprinted with permission: *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules*, p. VII-37. A cooperative effort of Texas Department of Human Services, Texas Education Agency, and Home Economics Curriculum Center, Lubbock, TX: Texas Tech University. 1994.

Planning Intergenerational Activities

Group 1: Two- and three-year olds interacting with active elders in a recreational activity.

Group 2: Four- through seven-year olds interacting in an art activity with active elders.

Group 3: Eight- and nine-year olds interacting with both frail and active elders in a drama activity.

Group 4: Ten- to twelve-year olds interacting with frail elders for a special holiday activity.

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Flexible Thinking

Intergenerational
Activities

Basic Body Mechanics

Body Mechanics	the method of standing and moving one's body to prevent injury, avoid fatigue, and make the best use of your strength.
Base of Support	placement of feet to provide a stable balance. (1) Place feet about six to eight inches apart (see figure 1) with knees bent. (2) Place feet about six to eight inches apart with one foot a half step ahead of the other (see figure 2) to make a larger support base and a more stable balance that allows you to reach farther.

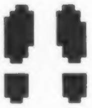

Figure 1

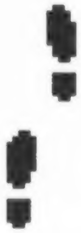

Figure 2

Center of Gravity	the point that gives the caregiver the greatest control over the object with the least amount of effort. A person's center of gravity is around the pelvic area.
Balancing	lower your center of gravity (the pelvic area) by spreading feet apart and bending knees. Elderly people have difficulty getting up from a sitting position. As a caregiver have them bend over farther so buttocks are over the feet.
Strongest Muscles	muscles that bend the joints, which is why one should bend knees and hips; the longer, thicker, stronger muscles are found in the shoulder, upper arm, hip, and thigh.
Weaker Muscles	muscles that control the spine. Back muscles are for flexibility—not heavy work.

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Guiding a Child's Toileting Hygiene

- If a child expresses an interest in the toilet habits of older children, the caregiver can explain the process to the child and suggest that he or she might like to try it sometime.

- When children are ready for toilet training, they are eager to acquire the skill.

- A few words of praise will encourage the child.

- Expect bowel training before bladder control.

- Continue to use diapers for toddlers during nap time until they gain full control.

- Understand that a toilet-trained child may revert to needing diapers.

- Children learn many new things at once and toilet training may need to be postponed.

- Teach children personal hygiene practices of using toilet tissue properly and washing and drying hands.

- Toilet training should be carried out in a relaxed manner and with an understanding of the child's physical, emotional, and mental stages of development.

Mealtimes With Young Children

Directions: Read each situation and answer the following questions.

- What is the problem?
- How might the problem be handled?
- If the first solution is not successful, what could be tried next?
- If the problem is not solved, what do you predict will be the outcome?

Situation 1

Roshan, age three, is suddenly very "picky" about food and at times refuses to eat. Roshan is always eager to eat the desserts. The caregiver tries to avoid giving her sweets until she has eaten at least part of her meal. Roshan often pushes her plate away, asks for dessert, and cries if she does not get her way.

Situation 2

Wilhelm, age five, eats almost everything on his plate. He asks to leave the table. The caregiver tells Wilhelm that he will not be excused from the table until he has eaten everything on his plate.

Situation 3

Youngehan, age three, can feed himself with a spoon and fork. Lately, he refuses to feed himself and asks to be fed.

Situation 4

Quinly, age eighteen months, sits in her high chair, plays with her food, and eats very little.

Situation 5

Renaldo, age four, is only willing to eat peanut butter and grape jelly sandwiches.

Situation 6

Blaise, age two, refuses to eat sitting down. When she is allowed to stand, she eats all her food.

Human Services

- ✓ abuse and neglect
- ✓ adoption
- ✓ adult protective services
- ✓ advocacy
- ✓ AIDS information and services
- ✓ alcoholism and drug abuse education, prevention, treatment
- ✓ artistic, cultural, and enrichment opportunities
- ✓ birth/death certificates
- ✓ visually impaired
- ✓ blood, organ, and tissue services
- ✓ burial/death
- ✓ child support
- ✓ children/adolescent/youth services
- ✓ civil rights/minority services
- ✓ clothing/furnishings/household items distribution
- ✓ communicable disease control
- ✓ conflict/dispute resolution, mediation
- ✓ consumer services
- ✓ counseling
- ✓ crime prevention
- ✓ crisis intervention/suicide prevention
- ✓ hearing impaired services
- ✓ dental
- ✓ disabled services
- ✓ disaster services/emergency planning
- ✓ economic/business development
- ✓ education
- ✓ emergency services
- ✓ employment
- ✓ environmental services
- ✓ financial assistance
- ✓ food
- ✓ group homes–adults or children
- ✓ health
- ✓ disease control
- ✓ homeless services
- ✓ hospice care/services for terminally ill
- ✓ hospitals
- ✓ housing
- ✓ immigration
- ✓ information and referral
- ✓ legal assistance
- ✓ libraries
- ✓ Medicaid
- ✓ Medicare
- ✓ outpatient clinics
- ✓ prescriptions
- ✓ senior citizens services
- ✓ support groups
- ✓ transportation
- ✓ unemployment insurance
- ✓ veterans' services
- ✓ victim assistance
- ✓ volunteer services
- ✓ voter information/services
- ✓ workers compensation
- ✓ youth services

Writing Checklist

Date ______________ Writer ______________ Evaluator(s) ______________

Title of Composition ______________ First Draft ______________ Revision ______________ Final Product ______________

Area Evaluated	Rating***	Comments
Topic Is the topic interesting? Is the topic thoroughly researched? Is the topic well developed? Are sufficient sources used?		
Content Are ideas well organized? Does the composition exhibit unity? Is language clear? Are a variety of word and sentence structures used?		
Purpose Is the purpose clear? Does the writing accomplish the purpose? Do language choices convey tone and mood?		
Audience Is the language and form suited to intended audience? Will the composition hold the attention of the audience?		
Mechanics Is correct punctuation used? Is spelling correct? Are parts of speech used correctly?		
Form Are paragraphs indented properly? Are margins appropriate? Is writing legible?		

*** Rating Scale 5-1: 5 — excellent; no revision suggested 3 — satisfactory; revisions could improve 1 — still needs major revisions

TA 153

IDENTIFICATION OF COMPETENCIES NEEDED FOR SUCCESSFUL EMPLOYMENT IN INTERGENERATIONAL OCCUPATIONS

Please complete the information sheet and survey. Return the completed forms in the enclosed postage-paid return envelope or to the contact person who distributed the surveys at your workplace.

Thank You!

Lynn Perrin, C.H.E.
Home Economics Curriculum Center
Texas Tech University
Box 41161
Lubbock, Texas 79409-1161

TECH PREP INTERGENERATIONAL CURRICULUM DEVELOPMENT PROJECT
INFORMATION SHEET

DIRECTIONS: Place a check (√) or response in the appropriate blank.

1. I am
   ______ (1) male
   ______ (2) female

2. My age group is
   ______ (1) under 21
   ______ (2) 21-30
   ______ (3) 31-40
   ______ (4) 41-50
   ______ (5) 51-60
   ______ (6) over 60

3. My ethnic group is
   ______ (1) Asian
   ______ (2) Black
   ______ (3) Hispanic
   ______ (4) White
   ______ (5) Other (please specify) ____________________

4. My highest level of education is
   ______ (1) grades 1-8
   ______ (2) grades 9-11
   ______ (3) high school diploma or GED
   ______ (4) some college
   ______ (5) associate degree
   ______ (6) bachelor's degree
   ______ (7) graduate education beyond bachelor's degree
   ______ (8) additional job training or certification (please specify) ____________________

5. My job title is ____________________

6. My work setting is
   ______ (1) child care facility
   ______ (2) adult or elder care facility
   ______ (3) public school
   ______ (4) community or junior college
   ______ (5) four year college or university
   ______ (6) other (please specify) ____________________

7. The length of my related work experience is
   ______ (1) 0 - 2 years
   ______ (2) 3 - 5 years
   ______ (3) 6-10 years
   ______ (4) 11-15 years
   ______ (5) 16-20 years
   ______ (6) over 20 years

Please continue →

Identification of Competencies Needed for Successful Employment in Intergenerational Occupations

The enclosed survey lists competencies that may be needed by persons seeking employment in intergenerational occupations upon exiting a two-year postsecondary program. ***Competencies*** are the skills and abilities that are needed for a person to perform competently or effectively in a certain job or occupation. ***Intergenerational occupations*** are defined as those occupations that provide care and services for children, elders, and/or dependent adults.

The intergenerational occupations competencies have been grouped into the following twelve duty areas:

- Ethics and Professionalism in Intergenerational Professions
- Policies and Standards for Child and Adult Services
- Management
- Growth and Development Across the Life Span
- Health, Nutrition, and Safety
- Assessment and Guidance
- Program Planning and Implementation
- Personal Care
- Family and Community Support Systems
- Administration
- Working with Individuals with Special Needs
- Intergenerational Interactions

DIRECTIONS: The competency ranking form is divided into three columns:

- Column I lists the competencies which you will be ranking.
- Column II is the area where you will rank those competencies that are needed by persons working in ***child care professions*** if you are employed or have expertise in the child care area.
- Column III is the area where you will rank those competencies that are needed by persons providing ***care and services for elders and dependent adults*** if you are employed or have expertise in this area.

1) Please rank the competencies in the column that identifies with the area or areas in which you work or have expertise. For example, if you work in a child care profession, you need rank only the competencies in Column II. However, ***you may rank*** the competencies in both columns if you feel you have expertise in both areas.

2) Rank the competencies according to how important each one is for ***successful employment in intergenerational occupations***. Rank the importance of the competencies as follows:
4 = Very Important (VI)
3 = Important (I)
2 = Slightly Important (SI)
1 = Not Important (NI)

3) **If you feel that there are additional competencies that should be added to this list, please include them at the end of each section in the spaces labeled, "Additional Competencies" and indicate in which area they are appropriate (child care, elder or dependent adult care). It should take approximately 20 minutes to complete this survey.**

* *

EXAMPLE: Please rank the competency according to how important you feel it is for successful ***employment*** in intergenerational occupations upon exiting a two-year postsecondary program. Circle the number in the column(s) which represent the area(s) in which you work or have expertise.

COLUMN I	COLUMN II				COLUMN III			
Competencies	Skills Needed in CHILD CARE PROFESSIONS				Skills Needed in ADULT AND ELDER CARE PROFESSIONS			
	Very Important			Not Important	Very Important			Not Important
III. Management	VI	I	SI	NI	VI	I	SI	NI
a. Identify the roles and functions of business mangement.	4	[✓ 3]	2	1	4	3	2	1

Please continue ➡

Tech Prep Intergenerational Professions - Postsecondary Competencies

COLUMN I	COLUMN II				COLUMN III			
Competencies	**Skills Needed in CHILD CARE PROFESSIONS**				**Skills Needed in ADULT AND ELDER CARE PROFESSIONS**			
I. Ethics and Professionalism in Intergenerational Professions	Very Important			Not Important	Very Important			Not Important
	VI	I	SI	NI	VI	I	SI	NI
a. Demonstrate characteristics of the effective intergenerational professional.	4	3	2	1	4	3	2	1
b. Exhibit ethical behavior in all situations, including confidentiality.	4	3	2	1	4	3	2	1
c. Assess personal qualities and skills needed for employability and job success.	4	3	2	1	4	3	2	1
d. Attain professional credentials as appropriate.	4	3	2	1	4	3	2	1
e. Evaluate resources for intergenerational professions.	4	3	2	1	4	3	2	1
f. Utilize appropriate resources for intergenerational professions.	4	3	2	1	4	3	2	1
g. Exemplify characteristics of the effective intergenerational professional.	4	3	2	1	4	3	2	1
h. Develop a professional growth plan.	4	3	2	1	4	3	2	1
i. Demonstrate effective interpersonal interactions.	4	3	2	1	4	3	2	1
j. Establish a personal code of ethics.	4	3	2	1	4	3	2	1
k. Participate in professional associations and activities.	4	3	2	1	4	3	2	1
l. Respond to current issues and needs.	4	3	2	1	4	3	2	1
m. Implement methods to counteract discrimination in settings that provide care and services to children and adults.	4	3	2	1	4	3	2	1

Additional competencies and/or comments about the competencies listed in Section I:

Please continue ➡

COLUMN I	COLUMN II				COLUMN III			
Competencies	Skills Needed in CHILD CARE PROFESSIONS				Skills Needed in ADULT AND ELDER CARE PROFESSIONS			
	Very Important			Not Important	Very Important			Not Important
II. Policies and Standards for Child and Adult Services	VI	I	SI	NI	VI	I	SI	NI
a. Evaluate types of settings related to child and adult services.	4	3	2	1	4	3	2	1
b. Develop goals, policies, and procedures for quality programs in compliance with existing standards.	4	3	2	1	4	3	2	1
c. Develop a maintenance calendar.	4	3	2	1	4	3	2	1
d. Perform major tasks as listed on the facility maintenance calendar.	4	3	2	1	4	3	2	1
e. Determine compliance with requirements of regulatory agencies.	4	3	2	1	4	3	2	1
f. Develop appropriate health and safety standards for specific settings.	4	3	2	1	4	3	2	1
g. Develop a policy of advocacy for cultural diversity and special needs in all settings.	4	3	2	1	4	3	2	1

Additional competencies and/or comments about the competencies listed in Section II:

	Very Important			Not Important	Very Important			Not Important
III. Management	VI	I	SI	NI	VI	I	SI	NI
a. Utilize verbal and nonverbal (including written) communication skills on the job.	4	3	2	1	4	3	2	1
b. Assist colleagues in identifying and practicing effective communication skills.	4	3	2	1	4	3	2	1
c. Practice effective leadership skills.	4	3	2	1	4	3	2	1
d. Outline management procedures.	4	3	2	1	4	3	2	1
e. Develop procedures for managing employees and volunteers.	4	3	2	1	4	3	2	1
f. Design procedures for records maintenance.	4	3	2	1	4	3	2	1

Please continue ➡

COLUMN I	COLUMN II				COLUMN III			
Competencies	Skills Needed in CHILD CARE PROFESSIONS				Skills Needed in ADULT AND ELDER CARE PROFESSIONS			
	Very Important			Not Important	Very Important			Not Important
III. Management (continued)	VI	I	SI	NI	VI	I	SI	NI
g. Develop procedures for managing supplies and equipment.	4	3	2	1	4	3	2	1
h. Evaluate daily schedules.	4	3	2	1	4	3	2	1

Additional competencies and/or comments about the competencies listed in Section III:

	Very Important			Not Important	Very Important			Not Important
IV. Growth and Development Across the Life Span	VI	I	SI	NI	VI	I	SI	NI
a. Contrast developmental needs and differences in children of various ages.	4	3	2	1	4	3	2	1
b. Assess the physical, intellectual, emotional, social, and cultural needs of adults.	4	3	2	1	4	3	2	1
c. Implement procedures for meeting the special needs of each individual.	4	3	2	1	4	3	2	1
d. Analyze strengths of individuals.	4	3	2	1	4	3	2	1

Additional competencies and/or comments about the competencies listed in Section IV:

	Very Important			Not Important	Very Important			Not Important
V. Health, Nutrition, and Safety	VI	I	SI	NI	VI	I	SI	NI
a. Apply principles for maintaining a safe and healthy environment.	4	3	2	1	4	3	2	1
b. Perform screening and other health assessment techniques.	4	3	2	1	4	3	2	1
c. Develop systems for maintaining accurate and accessible health records.	4	3	2	1	4	3	2	1

Please continue ➡

COLUMN I	COLUMN II				COLUMN III			
Competencies	Skills Needed in CHILD CARE PROFESSIONS				Skills Needed in ADULT AND ELDER CARE PROFESSIONS			
	Very Important			Not Important	Very Important			Not Importa
V. Health, Nutrition, and Safety (continued)	VI	I	SI	NI	VI	I	SI	NI
d. Plan appropriate rest procedures for the care facility.	4	3	2	1	4	3	2	1
e. Maintain CPR certification.	4	3	2	1	4	3	2	1
f. Investigate signs of possible abuse and neglect.	4	3	2	1	4	3	2	1
g. Report signs of abuse and neglect to appropriate authorities.	4	3	2	1	4	3	2	1
h. Implement nutrition principles in program planning for facilities.	4	3	2	1	4	3	2	1
i. Plan nutritionally-balanced meals and snacks for children and adults.	4	3	2	1	4	3	2	1
j. Direct the preparation and service of meals and snacks in the facility.	4	3	2	1	4	3	2	1
k. Follow appropriate procedures in reporting accidents.	4	3	2	1	4	3	2	1
l. Develop guidelines for the caregiver in caring for the terminally ill.	4	3	2	1	4	3	2	1
m. Implement guidelines for the caregiver in caring for the terminally ill.	4	3	2	1	4	3	2	1
n. Evaluate program plans for exercise and fitness activities.	4	3	2	1	4	3	2	1
o. Develop plans for lifestyle activities that enhance and promote health and well-being.	4	3	2	1	4	3	2	1
p. Perform first-aid procedures.	4	3	2	1	4	3	2	1
q. Develop emergency and evacuation procedures.	4	3	2	1	4	3	2	1
r. Model personal health and hygiene.	4	3	2	1	4	3	2	1
s. Recognize symptoms of common illnesses and communicable diseases.	4	3	2	1	4	3	2	1
t. Follow communicable disease guidelines.	4	3	2	1	4	3	2	1

Please continue ➡

COLUMN I	COLUMN II				COLUMN III			
V. Health, Nutrition, and Safety (continued)								

Additional competencies and/or comments about the competencies listed in Section V:

Competencies	Skills Needed in CHILD CARE PROFESSIONS				Skills Needed in ADULT AND ELDER CARE PROFESSIONS			
	Very Important			Not Important	Very Important			Not Important
VI. Assessment and Guidance	VI	I	SI	NI	VI	I	SI	NI
a. Assess needs of children and adults through observations in the care or service setting.	4	3	2	1	4	3	2	1
b. Implement strategies for meeting the observed needs of children and adults in care and service settings.	4	3	2	1	4	3	2	1
c. Record intake/output of liquids and solids when appropriate.	4	3	2	1	4	3	2	1
d. Plan developmentally-appropriate activities.	4	3	2	1	4	3	2	1
e. Evaluate developmentally-appropriate activities.	4	3	2	1	4	3	2	1
f. Formulate techniques to assist individuals in developing acceptable behavior patterns.	4	3	2	1	4	3	2	1
g. Apply positive guidance strategies when dealing with problem behavior.	4	3	2	1	4	3	2	1
h. Implement guidance strategies for promoting positive behavior.	4	3	2	1	4	3	2	1
i. Evaluate strategies for promoting positive behavior.	4	3	2	1	4	3	2	1
j. Evaluate guidelines for assisting individuals with routine activities.	4	3	2	1	4	3	2	1
k. Use effective oral and written communication skills.	4	3	2	1	4	3	2	1

Additional competencies and/or comments about the competencies listed in Section VI:

Please continue ➡

COLUMN I	COLUMN II				COLUMN III			
Competencies	**Skills Needed in CHILD CARE PROFESSIONS**				**Skills Needed in ADULT AND ELDER CARE PROFESSIONS**			
	Very Important			Not Important	Very Important			Not Important
VII. Program Planning and Implementation	VI	I	SI	NI	VI	I	SI	NI
a. Plan program orientation for individuals and their families and/or guardians.	4	3	2	1	4	3	2	1
b. Apply program management and planning techniques.	4	3	2	1	4	3	2	1
c. Select developmentally-appropriate activities.	4	3	2	1	4	3	2	1
d. Create developmentally-appropriate activities.	4	3	2	1	4	3	2	1
e. Apply appropriate teaching methods and skills.	4	3	2	1	4	3	2	1
f. Use appropriate techniques when working with individuals with special needs.	4	3	2	1	4	3	2	1
g. Select developmentally-appropriate equipment.	4	3	2	1	4	3	2	1
h. Acquire developmentally-appropriate equipment for the facility.	4	3	2	1	4	3	2	1
i. Incorporate activities that promote intergenerational interactions.	4	3	2	1	4	3	2	1
j. Plan activities that promote intergenerational interactions.	4	3	2	1	4	3	2	1
k. Identify pertinent staff development activities.	4	3	2	1	4	3	2	1
l. Provide staff development activities.	4	3	2	1	4	3	2	1

Additional competencies and/or comments about the competencies listed in Section VII:

Please continue ➡

COLUMN I	COLUMN II				COLUMN III			
Competencies	Skills Needed in CHILD CARE PROFESSIONS				Skills Needed in ADULT AND ELDER CARE PROFESSIONS			
	Very Important			Not Important	Very Important			Not Important
VIII. Personal Care	VI	I	SI	NI	VI	I	SI	NI
a. Communicate to children and adults the benefits of maintaining good personal hygiene.	4	3	2	1	4	3	2	1
b. Assist individuals with special needs with personal hygiene maintenance.	4	3	2	1	4	3	2	1
c. Apply the rules of body mechanics to be used when working with the elderly or others with special needs.	4	3	2	1	4	3	2	1
d. Exercise appropriate transfer techniques with individuals with special needs.	4	3	2	1	4	3	2	1
e. Implement toilet-training strategies.	4	3	2	1	4	3	2	1
f. Provide assistance with activities of daily living (ADL).	4	3	2	1	4	3	2	1
g. Provide assistance with instrumental activities of daily living (IADL).	4	3	2	1	4	3	2	1
h. Use appropriate methods to assist individuals with toileting and diapering.	4	3	2	1	4	3	2	1
i. Use appropriate methods to assist individuals with bathing.	4	3	2	1	4	3	2	1
j. Use appropriate methods to assist individuals with dressing.	4	3	2	1	4	3	2	1
k. Use appropriate methods to assist individuals with oral and dental care.	4	3	2	1	4	3	2	1
l. Design a system for documenting information on daily routines.	4	3	2	1	4	3	2	1
m. Evaluate sanitary conditions.	4	3	2	1	4	3	2	1
n. Design appropriate facilities to meet sanitary needs.	4	3	2	1	4	3	2	1
o. Provide information about personal and professional sanitary conditions.	4	3	2	1	4	3	2	1

Additional competencies and/or comments about the competencies listed in Section VIII:

Please continue ➡

COLUMN I	COLUMN II				COLUMN III			
Competencies	**Skills Needed in CHILD CARE PROFESSIONS**				**Skills Needed in ADULT AND ELDER CARE PROFESSIONS**			
	Very Important			Not Important	Very Important			Not Important
IX. Family and Community Support Systems	VI	I	SI	NI	VI	I	SI	NI
a. Instruct caregivers on their role as a member of the family assistance team.	4	3	2	1	4	3	2	1
b. Develop guidelines for communicating effectively with parents, family members, and/or guardians.	4	3	2	1	4	3	2	1
c. Demonstrate communication skills that foster effective caregiver/family relationships.	4	3	2	1	4	3	2	1
d. Maintain a working relationship between the Department of Human Services and the care facility.	4	3	2	1	4	3	2	1
e. Consult with agencies and organizations which provide assistance to children, elders, dependent adults, and their families.	4	3	2	1	4	3	2	1
f. Exhibit sensitivity to cultural diversity.	4	3	2	1	4	3	2	1
g. Integrate multicultural activities.	4	3	2	1	4	3	2	1

Additional competencies and/or comments about the competencies in Section IX:

	Very Important			Not Important	Very Important			Not Important
X. Administration	VI	I	SI	NI	VI	I	SI	NI
a. Demonstrate knowledge of staff qualifications.	4	3	2	1	4	3	2	1
b. Demonstrate knowledge of effective employee selection procedures.	4	3	2	1	4	3	2	1
c. Plan staff orientation and ongoing training opportunities.	4	3	2	1	4	3	2	1
d. Develop personnel policies.	4	3	2	1	4	3	2	1
e. Demonstrate ability to conduct staff meetings.	4	3	2	1	4	3	2	1
f. Develop a plan of compliance with city, state, and federal regulatory guidelines.	4	3	2	1	4	3	2	1

Please continue ➡

COLUMN I	COLUMN II				COLUMN III			
Competencies	Skills Needed in CHILD CARE PROFESSIONS				Skills Needed in ADULT AND ELDER CARE PROFESSIONS			
	Very Important			Not Important	Very Important			Not Important
X. Administration (continued)	VI	I	SI	NI	VI	I	SI	NI
g. Plan physical layout of a facility.	4	3	2	1	4	3	2	1
h. Develop facility policy and procedures handbook.	4	3	2	1	4	3	2	1
i. Conduct parent/family/guardian conferences.	4	3	2	1	4	3	2	1
j. Plan parent/family meetings, social events, and large group meetings.	4	3	2	1	4	3	2	1
k. Prepare the annual operating budget.	4	3	2	1	4	3	2	1
l. Develop a system for financial record keeping.	4	3	2	1	4	3	2	1
m. Demonstrate ability to enroll individuals in the appropriate program.	4	3	2	1	4	3	2	1
n. Plan for acquisition of supplies and equipment for the facility.	4	3	2	1	4	3	2	1
o. Explain procedures for maintaining effective working relationships with governing boards.	4	3	2	1	4	3	2	1
p. Educate employees about rights and responsibilities of employers and employees.	4	3	2	1	4	3	2	1
q. Determine effective practices for acquiring and maintaining necessary documentation.	4	3	2	1	4	3	2	1

Additional competencies and/or comments about the competencies listed in Section X:

	Very Important			Not Important	Very Important			Not Important
XI. Working with Individuals with Special Needs	VI	I	SI	NI	VI	I	SI	NI
a. Establish successful integration techniques for the inclusion and mainstreaming of people with special needs.	4	3	2	1	4	3	2	1
b. Comply with Texas Education Agency standards for educating preschoolers and young children with special needs.	4	3	2	1	4	3	2	1

Please continue ➡

COLUMN I	COLUMN II				COLUMN III			
Competencies	Skills Needed in CHILD CARE PROFESSIONS				Skills Needed in ADULT AND ELDER CARE PROFESSIONS			
	Very Important			Not Important	Very Important			Not Important
XI. Working with Individuals with Special Needs (continued)	VI	I	SI	NI	VI	I	SI	NI
c. Determine special needs in children and elders.	4	3	2	1	4	3	2	1
d. Assess what the person with special needs requires.	4	3	2	1	4	3	2	1
e. Exemplify appropriate attitudes toward people with special needs and their families.	4	3	2	1	4	3	2	1
f. Organize the physical layout of a facility to comply with standards. (Example: Americans with Disabilities Act)	4	3	2	1	4	3	2	1
g. Plan necessary adaptations that need to be made for the person with special needs.	4	3	2	1	4	3	2	1
h. Plan staff development activities specific to working with individuals with special needs.	4	3	2	1	4	3	2	1
i. Determine intellectual, emotional, and social needs of individuals with special needs.	4	3	2	1	4	3	2	1
j. Comply with standards for the care of adults with special needs.	4	3	2	1	4	3	2	1
k. Utilize appropriate professional resource persons. (Example: caseworkers, special needs coordinators)	4	3	2	1	4	3	2	1

Additional competencies and/or comments about the competencies listed in Section XI:

	Very Important			Not Important	Very Important			Not Important
XII. Intergenerational Interactions	VI	I	SI	NI	VI	I	SI	NI
a. Formulate goals for an intergenerational program.	4	3	2	1	4	3	2	1
b. Identify roles and responsibilities of professional staff in intergenerational programs.	4	3	2	1	4	3	2	1
c. Identify roles and responsibilities of volunteer staff in intergenerational programs. (Example: older adults working with children)	4	3	2	1	4	3	2	1
d. Contact appropriate community resources to assist in the implementation of the intergenerational program.	4	3	2	1	4	3	2	1

Please continue ➡

COLUMN I	COLUMN II				COLUMN III			
Competencies	Skills Needed in CHILD CARE PROFESSIONS				Skills Needed in ADULT AND ELDER CARE PROFESSIONS			
XII. Intergenerational Interactions (continued)	Very Important VI	I	SI	Not Important NI	Very Important VI	I	SI	Not Important NI
e. Plan training activities to orient staff to the uniqueness of intergenerational programs.	4	3	2	1	4	3	2	1
f. Conduct professional and volunteer staff training in areas related to intergenerational programming.	4	3	2	1	4	3	2	1
g. Evaluate the intergenerational program and make recommendations for program inprovement.	4	3	2	1	4	3	2	1

Additional competencies and/or comments about the competencies listed in Section XII:

Tech Prep INTERGENERATIONAL PROFESSIONS Postsecondary Competencies

Ethics and Professionalism

a. Demonstrate characteristics of an effective intergenerational professional.

b. Exhibit ethical behavior in all situations, including confidentiality.

c. Assess personal qualities and skills needed for employability and job success.

d. Attain professional credentials as appropriate.

e. Evaluate resources for intergenerational professions.

f. Utilize appropriate resources for intergenerational professions.

g. Demonstrate effective interpersonal interactions.

h. Respond to current issues and needs.

i. Implement methods to counteract discrimination in settings that provide care and services to children and adults.

Policies and Standards for Child and Adult Services

a. Evaluate types of settings related to child and adult services.

b. Develop goals, policies, and procedures for quality programs in compliance with existing standards of regulatory agencies.

c. Determine compliance with requirements of regulatory agencies.

d. Develop a maintenance calendar for the facility.

e. Develop appropriate health and safety standards for specific settings.

f. Develop a policy of advocacy for cultural diversity and special needs in all settings.

Management

a. Utilize verbal and nonverbal (including written) communication skills on the job.

b. Assist colleagues in identifying and practicing effective communication skills.

c. Practice effective leadership skills.

d. Develop written management procedures.

e. Evaluate daily schedules.

Growth and Development Across the Life Span

a. Contrast developmental needs and differences in children of various ages.

b. Assess the physical, intellectual, emotional, social, and cultural needs of adults.

c. Analyze strengths of individuals.

d. Implement procedures for meeting the special needs of each individual.

Health, Nutrition, and Safety

a. Apply principles for maintaining a safe and healthy environment.

b. Perform screening and other health assessment techniques.

c. Develop systems for maintaining accurate and accessible health records.

d. Record intake/output of liquids and solids when appropriate.

e. Plan appropriate rest procedures for the care facility.

f. Maintain CPR certification.

g. Report signs of abuse and neglect to appropriate authorities.

h. Direct the preparation and service of nutritionally-balanced meals and snacks for children and adults.

i. Follow appropriate procedures in reporting accidents.

j. Implement guidelines for the caregiver in caring for the terminally ill.

k. Evaluate program plans for exercise and fitness activities.

l. Develop plans for lifestyle activities that enhance and promote health and well being.

m. Perform first-aid procedures.

n. Develop emergency and evacuation procedures.

o. Model personal health and hygiene.

p. Recognize symptoms of common illnesses and communicable diseases in children and adults.

q. Follow communicable disease guidelines.

Guidance

a. Implement strategies for meeting the observed needs of children and adults in care and service settings.

b. Plan developmentally-appropriate activities.

c. Evaluate developmentally-appropriate activities.

d. Implement techniques to assist individuals in developing acceptable behavior patterns.

e. Evaluate guidelines for assisting individuals with routine activities.

f. Use effective oral and written communication skills.

Program Planning and Implementation

a. Plan program orientation for individuals and their families and/or guardians.

b. Apply program management and planning techniques.

c. Select developmentally-appropriate activities.

d. Create developmentally-appropriate activities.

e. Apply appropriate teaching methods and skills when working with children and adults.

f. Use appropriate techniques when working with individuals with special needs.

g. Acquire developmentally-appropriate equipment for the facility.

h. Plan activities that promote intergenerational interactions.

i. Provide staff development activities.

Personal Care

a. Communicate to children and adults the benefits of maintaining good personal hygiene.

b. Empower individuals with special needs to maintain personal hygiene.

c. Apply the rules of body mechanics.

d. Implement diapering, toilet-training, and incontinence strategies.

e. Provide assistance with activities of daily living (ADL).

f. Provide assistance with instrumental activities of daily living (IADL).

g. Use appropriate methods to assist individuals with oral and dental care.

h. Design a system for documenting information on daily routines.

i. Design appropriate procedures to meet sanitary needs.

Family and Community Support Systems

a. Instruct caregivers on their role as a member of the family assistance team.

b. Develop guidelines for communicating effectively with parents, family members, and/or guardians.

c. Demonstrate communication skills that foster effective caregiver/ family relationships.

d. Maintain an effective working relationship with staff of external agencies.

e. Consult with agencies and organizations which provide assistance to children, elders, dependent adults, and their families.

f. Exhibit sensitivity to cultural diversity.

g. Integrate multicultural activities.

Administration

a. Demonstrate knowledge of staff qualifications.

b. Demonstrate knowledge of effective employee selection procedures.

c. Conduct staff orientation and ongoing training opportunities including staff meetings.

d. Develop personnel policies.

e. Develop a plan of compliance with city, state, and federal regulatory guidelines.

f. Plan physical layout of a facility.

g. Conduct parent/family/guardian conferences.

h. Plan parent/family meetings, social events, and large group meetings.

i. Plan the annual operating budget.

j. Develop a system for financial record keeping.

k. Demonstrate ability to enroll individuals in the appropriate program.

l. Plan for acquisition of supplies and equipment for the facility.

m. Explain procedures for maintaining effective working relationships with governing boards.

n. Educate employees about rights and responsibilities of employers and employees.

Working With Individuals With Special Needs

a. Establish successful integration techniques for the inclusion and mainstreaming of people with special needs.

b. Comply with Texas Education Agency standards for educating preschoolers and young children with special needs.

c. Exemplify appropriate attitudes toward people with special needs and their families.

d. Plan necessary adaptations for individuals with special needs.

e. Plan staff development activities specific to individuals with special needs.

f. Determine intellectual, emotional, and social needs of individuals with special needs.

g. Comply with standards for the care of individuals with special needs.

h. Utilize appropriate professional resource persons. (Example: caseworkers, special needs coordinators)

Intergenerational Interactions

a. Formulate goals for an intergenerational program.

b. Identify roles and responsibilities of professional staff in intergenerational programs.

c. Identify roles and responsibilities of volunteer staff in intergenerational programs. (Example: older adults working with children)

d. Contact appropriate community resources to assist in the implementation of the intergenerational program.

e. Conduct professional and volunteer staff training in areas related to intergenerational programming.

f. Evaluate the intergenerational program and make recommendations for program improvement.

Tech Prep Intergeneration Professions Six-year Plan

AAS with Advanced Skills Mastery Certificate

TPAD: Intergenerational Professions

High School					
Period	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**	**REC HS Prog.**
1	English I *	English II *	English III *	English IV * (a)	Eng 4
2	Algebra I *	Geometry *	Algebra II *	Elective (d) Elective (d)	Math 3 Elec. 1
3	Biology *	Required Science * (c)	Required Science * (c)	Elective (b) Elective (b)	Sci 3 Elec. 1
4	World Geography *	World History *	U.S. History *	U.S. Govt. * Economics *	SS 4
5	Second Language I *	Second Language II *	Second Language III *	Fine Arts	SL 3 FA 1
6	Keyboarding or Elective * (d)	Elective (b) Elective (b)	Intergenerational Professions I	Intergenerational Professions II	CS 2 or Elec. 2 TP 2
7	Health * Elective (d)	Computer Science Course or Elective * (d)	Intergenerational Professions I	Intergenerational Professions II	Health .5 Elec. 1.5 TP 2
8	Elective (d) Elective (d)	Elective (d) Elective (d)	Elective (d) Elective (d)	Elective (d) Elective (d)	Elec. 4
Totals	8	8	8	8	32

Postsecondary				
Freshman Fall	**Freshman Spring**	**Summer**	**Sophomore Fall**	**Sophomore Spring**
Eng. Freshman Composition 3 (T) **	College Math 3 (T) **	English II (T) or Tech. Writing 3 **	Learning Environments 3-5 3 o	Psychology of Aging 3
Health, Nutrition, & Safety 3 o	Children & Adults w/Special Needs 3 o		Psychology 3 (T) **	Families & Community Relationships 3 o
Growth & Dev. Birth-12 3 o	Physiology of Aging 3		Business & Professional Speech 3 **	Computer Literacy (T) or Microcomputer Ap. 3 **
Techniques of Guidance & Group Management 3 o	Intro to Residential & Foster Care for Children & Adults 3		School-age Programs 6-12 3 +	Mgt. Techniques for Directors 3 +
Learning Environments Birth to Two 3 o	Contemporary Issues in Aging 3		Admin. of Child & Elder Care Progs. 3 +	Principles of Accounting 3 +
Field Experience I (Child) (if not incorporated 3 o	Field Experience II (Adult) above) 3		Field Experience III (Child) 3 o	Field Experience IV (Adult) 3
18	18	3	18	18

** General education requirements (Min. 15 hrs.)

+ Advanced Skills (up to 84 hrs.)

o Qualify for 30 hrs. CDA credentialing program

Attachment VI

Draft / June, 1994

# Tech Prep Intergenerational Professions Six-year Plan

AAS with Advanced Skills Mastery Certificate

TPAD: Early Childhood Professions

High School					
Period	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**	**REC HS Prog.**
1	English I *	English II *	English III *	English IV * (a)	Eng 4
2	Algebra I *	Geometry *	Algebra II *	Elective (d) Elective (d)	Math 3 Elec. 1
3	Biology *	Required Science * (c)	Required Science * (c)	Elective (b) Elective (b)	Sci 3 Elec. 1
4	World Geography *	World History *	U.S. History *	U.S. Govt. * Economics *	SS 4
5	Second Language I *	Second Language II *	Second Language III *	Fine Arts	SL 3 FA 1
6	Keyboarding or Elective * (d)	Elective (b) Elective (b)	Intergenerational Professions I	Intergenerational Professions II	CS 2 or Elec. 2 TP 2
7	Health * Elective (d)	Computer Science Course or Elective * (d)	Intergenerational Professions I	Intergenerational Professions II	Health .5 Elec. 1.5 TP 2
8	Elective (d) Elective (d)	Elective (d) Elective (d)	Elective (d) Elective (d)	Elective (d) Elective (d)	Elec. 4
Totals	8	8	8	8	32

Postsecondary				
Freshman Fall	**Freshman Spring**	**Summer**	**Sophomore Fall**	**Sophomore Spring**
English 3 **	Computer Literacy 3-4 **		Fine Arts or Humanities 3 **	Science 4 **
Health, Nutrition, and Safety 3 o	Speech 3 **		Social Science Elective 3 **	Specialization 12-16 + o
Growth & Dev. Birth-12 3 o	Techniques of Guidance & Group Management 3 o		Math 3 **	
Learning Environments Birth to Two 4 o	Families & Community Relationships 3 o		School Age Programs 6-12 4 o	
Elective 3	Learning Environments 3-5 4 o		Children with Special Needs 3 o	
16	16-17		16	16-20

** General education requirements (Min. 15 hrs.)

+ Advanced Skills (up to 84 hrs.)

o Qualify for 30 hrs. CDA credentialing program

Attachment VII

Draft / June, 1994

Tech Prep Intergenerational Professions Six-year Plan

AAS with Advanced Skills Mastery Certificate

TPAD: Gerontology

High School					
Period	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**	**REC HS Prog.**
1	English I *	English II *	English III *	English IV * (a)	Eng 4
2	Algebra I *	Geometry *	Algebra II *	Elective (d) Elective (d)	Math 3 Elec. 1
3	Biology *	Required Science * (c)	Required Science * (c)	Elective (b) Elective (b)	Sci 3 Elec. 1
4	World Geography *	World History *	U.S. History *	U.S. Govt. * Economics *	SS 4
5	Second Language I *	Second Language II *	Second Language III *	Fine Arts	SL 3 FA 1
6	Keyboarding or Elective * (d)	Elective (b) Elective (b)	Intergenerational Professions I	Intergenerational Professions II	CS 2 or Elec. 2 TP 2
7	Health * Elective (d)	Computer Science Course or Elective * (d)	Intergenerational Professions I	Intergenerational Professions II	Health .5 Elec. 1.5 TP 2
8	Elective (d) Elective (d)	Elective (d) Elective (d)	Elective (d) Elective (d)	Elective (d) Elective (d)	Elec. 4
Totals	8	8	8	8	32

Postsecondary				
Freshman Fall	**Freshman Spring**	**Summer**	**Sophomore Fall**	**Sophomore Spring**
English 3 **	Technical Writing 3 **	Computer Literacy 3 **	Contempory Issues in Aging 3	Psychology of Aging 3
Math or Science 3 **	Physiology of Aging 3		Interpersonal Skills 4	Interviewing and Counseling 3
Psychology I 3 **	Psychology II 4 **		Admin. of Elder Care Progs. 3 +	Abnormal Psychology 3
Sociology 3	Intro. to Residential & Foster Care 3		Principles of Accounting 3 +	Mgt. Techniques for Directors 3 +
Introduction to Human Service 3	Field Experience II 3		Field Experience III 4	Field Experience IV 4
Field Experience I 2				
17	16	3	17	16

** General education requirements (Min. 15 hrs.)

+ Advanced Skills (up to 84 hrs.)

Attachment VIII

Draft / June, 1994

Tech Prep Intergenerational Professions

Explanation of High School Plan

High School					
Period	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**	**REC HS Prog.**
1	English I *	English II *	English III *	English IV * (a)	Eng 4
2	Algebra I *	Geometry *	Algebra II *	Elective (d) Elective (d)	Math 3 Elec. 1
3	Biology *	Required Science * (c)	Required Science * (c)	Elective (b) Elective (b)	Sci 3 Elec. 1
4	World Geography *	World History *	U.S. History *	U.S. Govt. * Economics *	SS 4
5	Second Language I *	Second Language II *	Second Language III *	Fine Arts	SL 3 FA 1
6	Keyboarding or Elective * (d)	Elective (b) Elective (b)	Intergenerational Professions I	Intergenerational Professions II	CS 2 or Elec. 2 TP 2
7	Health * Elective (d)	Computer Science Course or Elective * (d)	Intergenerational Professions I	Intergenerational Professions II	Health .5 Elec. 1.5 TP 2
8	Elective (d) Elective (d)	Elective (d) Elective (d)	Elective (d) Elective (d)	Elective (d) Elective (d)	Elec. 4
Totals	8	8	8	8	32

The Intergenerational Professions High School Plan follows the State Board of Education Recommended High School Program and includes the following provisions:

* Completion of course or passage of appropriate end-of-course examinations or proficiency measures

(a) Or Speech, Technical Writing, or Business Communications

(b) Two credits *recommended* from elective courses:
- Food Science and Nutrition
- Parenting and Child Development
- Advanced Child Development
- Families with Special Health Needs
- Individual and Family Life

(c) Physical Science, Biology II, Chemistry I and II, Physics I and II, or Science III and IV

(d) Suggested electives based on specific career goals:
- Family and Individual Health
- Keyboarding
- Psychology
- Microcomputer Applications
- Business Communications
- Anatomy and Physiology
- Health Care Science

✱ Upon successful completion of the Intergenerational Professions I and II courses, college credit or advanced placement may be granted for:

- Introduction to Early Childhood Education	3 hrs.
- Introduction to Gerontology	3 hrs.
- Intro. to Center Operations and Curriculum Resources	3 hrs.
Total	9 hrs.

Attachment X

INTERGENERATIONAL PROFESSIONS

Home Economics Curriculum Center
Texas Tech University

Tech Prep Intergenerational Curriculum Development Project

The Tech Prep Intergenerational Curriculum Development Project grant was awarded to the Home Economics Curriculum Center at Texas Tech University for the purpose of developing an intergenerational tech prep program that uses competency-based instruction to prepare students for employment in occupations that provide care and services for children and adults. The curriculum development project also addresses emerging occupations in areas where intergenerational groups are integrated in caregiving environments. The Tech Prep Intergenerational Project is conducted in cooperation with the Texas Higher Education Coordinating Board, Texas Education Agency, and the Texas Department of Commerce.

The 1992-93 project year focused on identification and validation of competencies needed for intergenerational professions, and subsequently the development of a secondary curriculum guide for the two-year Intergenerational Professions course currently identified as Intergenerational Professions I and II. The curriculum guide is entitled *Intergenerational Professions Instructional Guide* and covers 106 competencies that were validated by business and industry professionals and educators in the spring of 1993. The *Intergenerational Professions Instructional Guide* format includes identification of teaching strategies which integrate academic skills in the areas of math, science, language arts, and social studies. The guide also provides students opportunities to master the SCANS competencies and foundation skills. In addition, the 1993-94 project focus encompasses development of an expanded competency matrix for postsecondary programs and recommendations to postsecondary institutions regarding articulation possibilities and courses needed for students to reach Tech Prep Associate Degree and/or advanced skills outcomes.

A preliminary career ladder for intergenerational occupations was composed by the Intergenerational Curriculum Committee which met August 31 - September 1, 1992. A Target Occupations/Career Pathways Model was formulated based on this preliminary career ladder and additional occupational resource information. This model was reviewed and revised by the Project Advisory Committee in November, 1992. The Career Pathways Model for the Intergenerational Professions is subject to continual review and revision as additional paths and emerging occupations are identified. A revised Career Path Model will be submitted to the tri-agency at the conclusion of the '93-'94 project year.

The Intergenerational Professions program provides students with education and training for a wide array of careers that involve care and services for children and adults. The increasing demand for professionals with expertise in these areas, as well as the emerging of many new occupations, makes the intergenerational career focus an exciting arena of opportunities for many students.

Tech Prep Intergenerational Professions Career Pathway

SECONDARY EDUCATION

ASSISTANT
(High School Diploma)

- ✦ Adult Care Aide/Special Needs
- ✦ Adult Care Assistant
- ✦ Elder Care Aide
- ✦ Well-Elder Services Assistant
- ✦ Home Care Assistant (Home Maintenance Assistance)
- ✦ Child Care Assistant/Special Needs
- ✦ Child Care Assistant/Infant-Toddler Care
- ✦ Child Care Assistant/Pre-school Child Care
- ✦ Child Care Assistant/ School-age Child Care

FUNDAMENTAL SKILLS COMMON TO CHILD AND ADULT CARE AND SERVICES OCCUPATIONS

ASSOCIATE
A.A.S. or certification

- ✦ Adult Activities Coordinator
- ✦ Child Care Activities Coor.
- ✦ Preschool Teacher
- ✦ Assoc. Teacher/Infant-Toddler
- ✦ Assoc. Teacher/Preschool Child
- ✦ Assoc. Teacher/School-age Child
- ✦ Assoc. Teacher/Special Needs
- ✦ School-age Care Coordinator
- ✦ Social Services Aide
- ✦ Social Work Associate
- ✦ Certified Nanny
- ✦ Leisure Services Associate
- ✦ Teacher Aide

DIRECTOR/SPECIALIST
(Public or Private Sector)
Additional training, specialization, or experience

- ✦ Child Care Center Director/ Administrator
- ✦ Adult Day Care Director
- ✦ Elder Services Director
- ✦ Director of Home Care Agency
- ✦ Social Services Worker/ Case Manager
- ✦ Hospice Case Manager
- ✦ Volunteer Coordinator/ Specialist
- ✦ Parenting Specialist
- ✦ School-age Care Program Director

PROFESSIONAL
(Baccalaureate and post-baccalaureate degrees)

- ✦ Elder Services Administrator
- ✦ Retirement Facility Administrator
- ✦ Early Childhood Certified Teacher
- ✦ Certified Social Worker
- ✦ Gerontologist
- ✦ Certified Special Education Teacher
- ✦ Home Economics Teacher
- ✦ Adult Education Teacher
- ✦ Public Policy Administrator
- ✦ Professional Home Economist (Extension, etc.)
- ✦ Elementary Teacher
- ✦ Long-term care facility Administrator
- ✦ Qualified Mental Retardation Professional (Q.M.R.P.)
- ✦ Lifelong Learning Program Director
- ✦ Leisure Services Director
- ✦ Teen Parenting Center Coordinator
- ✦ Child Life Specialist (hospitals, military)

J, 1994

EXPERIMENTAL COURSE

In order for local school districts to meet the unique needs of students and thereby support the development of optimum potential, the Texas Administrative Code allows them to design appropriate courses. These unusual courses are given experimental status and must meet the specific criterion listed below.

Title 19, Texas Administrative, § 75.164(a) indicates that in order to be approved, an experimental course must

- be designed to enable students to master knowledge, skills, and competencies not included in the essential elements listed in Chapter 75,
- be academically rigorous, and
- address documented student needs.

The district shall submit a request for approval which includes:

- description of the course and its essential elements;
- rationale and justification for the request in terms of student need;
- description of activities, major resources, and materials to be used;
- methods for evaluating student outcomes;
- qualifications of teacher;
- school years for which approval is requested
- credit desired; and
- grade range.

The suggested procedure for obtaining an accredited experimental course requires contact between appropriate local district personnel and the state home economics education program office. The telephone number for the state office is (512) 463-9454. The initial contact will allow the state staff person to provide timely technical assistance.

Materials submitted for experimental course approval should be accompanied by a cover letter signed by the local school district superintendent requesting approval of the experimental course.

Address the correspondence to:

Judith A. Hetherly
Home Economics Education
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Intergenerational Professions Instructional Guide

Developed and Disseminated by:

HOME ECONOMICS CURRICULUM CENTER
Box 41161
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Directed by:
Texas Tech University
College of Human Sciences
Lubbock, Texas

In Cooperation with the
Tri-Agency Partnership:

Texas Higher Education Coordinating Board
Texas Education Agency
Texas Department of Commerce

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RECOMMENDATIONS FOR USING THE INTERGENERATIONAL PROFESSIONS INSTRUCTIONAL GUIDE

The *Intergenerational Professions Instructional Guide* is the curriculum guide for the two-year secondary course of study entitled Intergenerational Professions I and II. The *Intergenerational Professions Instructional Guide* addresses nine duty areas and 106 competencies that have been identified as needed by persons seeking employment in occupations that provide care and services for children, elders, and dependent adults. As is true with any new instructional material, it is important to read and understand the guidelines for using the material most effectively. The following list includes some guidelines for using the *Intergenerational Professions Instructional Guide.*

1. The guide is organized into nine duty areas that are intended to be used according to the teacher's plan for the course. The competencies and corresponding teaching strategies should be taught in the order that parallels the course plan designed by the teacher.

2. Accompanying curriculum materials that enhance the Intergenerational Professions course include:
    - *Child Care and Guidance, Management, and Services Curriculum Guide*
    - *Child Care and Guidance, Management, and Services Reference Book*
    - *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules*
    - *Services for the Elderly Curriculum Guide*
    - *Services for the Elderly Reference Book*

3. No one reference book or curriculum guide can provide all the information needed for a career in a particular field. Therefore, students should be encouraged to study various topics more intensively, to use additional references, and to apply the information in either laboratory or training site experiences. Hands-on experience is essential to students.

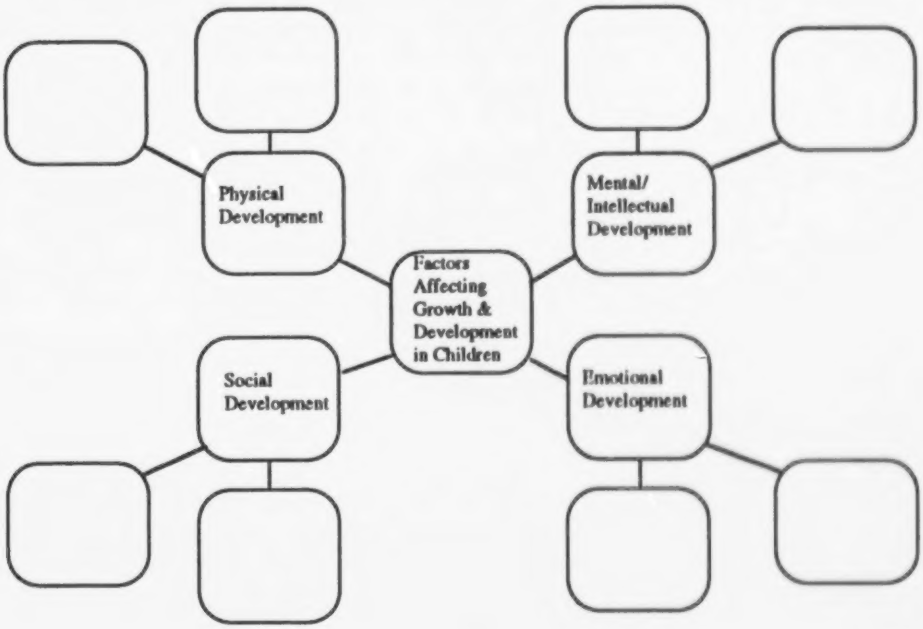
4. The Scope and Sequence gives a suggested plan for teaching the competencies over a two-year course of study. Therefore, it is intended that some of the learning experiences are best saved for the second year.

5. Teachers should select from the teaching strategies those that are most appropriate for their students and classroom environment as many more teaching strategies are suggested than instructional time will allow.

6. The terms caregiver and care provider are used interchangeably in many publications. However, the terms have different meanings in the *Intergenerational Professions Instructional Guide*. ***Caregiver*** refers to the person who is in direct contact with the children, elders, and dependent adults and whose primary responsibility is to provide care and services for them. ***Care provider*** refers to the business or institution that provides for care and services to children, elders, and dependent adults. For example, a child care center is the care provider; the child care workers are the caregivers.

7. Some of the teaching strategies suggest conducting a classroom debate. In conducting classroom debates, it is important for students to understand the difference between a debate and an argument. *Guidelines for a Classroom Debate* are found in Appendix B to assist the teacher and the students in conducting classroom debates.

8. ***Semantic mapping*** is an instructional strategy used to help students visually organize, illustrate, and categorize information that is related to a main idea, concept, or question. Semantic mapping motivates brainstorming, stimulates further student research, and aids retention by linking new knowledge to past knowledge. An example is shown below.


Physical Development
Mental/ Intellectual Development
Factors Affecting Growth & Development in Children
Social Development
Emotional Development

9. Teaching Aid 39, *Group Worksheet*, is used in learning experiences and activities throughout the instructional guide. For convenience, the teacher may wish to make multiple copies of this teaching aid.

10. It is important for teachers to inform career and guidance counselors about the Intergenerational Professions course and to provide them with the necessary information to educate students on career opportunities and links to postsecondary education.

11. It is extremely important for students to understand the necessity for respecting confidentiality and privacy of children, elders, and dependent adults enrolled at the intergenerational program training sites.

12. A comprehensive list of information on resources and materials is found in Appendix H, *Resources and Materials for the Intergenerational Professions Program.*

PREFACE

The Tech Prep Intergenerational Curriculum Development Project grant was awarded to the Home Economics Curriculum Center at Texas Tech University for the purpose of developing an intergenerational tech prep curriculum that uses competency-based instruction to prepare students for employment in occupations that provide care and services for children, elders, and dependent adults.

The Intergenerational Professions program encompasses a broad-based study of human service and caregiver skills that prepare students for existing and emerging human service and caregiving occupations across the lifespan. Students who participate in the Intergenerational Professions program not only receive training in skills common to the occupational cluster, but also receive specialized training in skills needed for professions such as child care, elder and dependent adult care, well-elder services, education (including preschool, elementary, and special needs), and management and administration in public and private business related to child and elder caregiving and services. Students enrolled in the Intergenerational Professions course of study have opportunities for laboratory experiences in the community and/or in on-campus child and elder care settings.

In addition to the many options in care and services for children and their families, the Intergenerational Professions program expands the career opportunities to include care and services for elders and dependent adults. Included in the career path for Intergenerational Professions students are job opportunities with:

- Child care centers
- Adult day care centers
- Corporate care facilities
- Intergenerational facilities that provide care, services, and interactive opportunities for children and elders
- 55+ programs at hospitals and banks
- Life enrichment programs such as retirement centers
- Lifelong learning programs such as elder hostels and Senior Academies operated through colleges and universities
- Recreation and leisure industry including senior tours and senior centers
- Social services agencies

The Intergenerational Professions program at the secondary level includes a two-year course of study identified as Intergenerational Professions I and II. The curriculum guide for the course is entitled *Intergenerational Professions Instructional Guide* and covers 106 competencies that were validated by business and industry professionals and educators in the spring of 1993. The *Intergenerational Professions Instructional Guide* format includes identification of teaching strategies which integrate academic skills in the areas of mathematics, science, language arts, and social studies. The guide also provides students with opportunities to master the SCANS competencies and foundation skills.

The Intergenerational Professions program provides students with education and training for a wide array of careers that involve care and services for children and adults. The increasing demand for professionals with expertise in these areas, as well as the emergence of many new occupations, makes the intergenerational career focus an exciting arena of opportunities for many students.

INTERGENERATIONAL PROFESSIONS SCOPE AND SEQUENCE

GOALS

The Tech Prep Intergenerational Professions Curriculum will enable students to:

- Master competencies needed for successful employment in careers in child and adult caregiving professions.
- Apply interpersonal, problem-solving, and decision-making skills in the workplace and personal daily life.
- Develop leadership and teamwork skills.
- Analyze job and career opportunities in relation to personal qualities, goals, needs, and wants.
- Recognize the importance of continuing education and lifelong learning.

✱ Indicates the year in which the subject matter is to be introduced and emphasized. If the ✱ is indicated for both years, then the subject matter should be emphasized both years.

✓ Indicates that the subject matter should be reviewed or instruction continued. If a ✓ is indicated for the first year, then some introductory instruction should occur in the Intergenerational Professions I course.

I. Ethics and Professionalism in Caregiving Professions	Intergenerational Professions I	Intergenerational Professions II
a. Identify characteristics of the effective intergenerational caregiving professional.	✱	
b. Demonstrate appropriate workplace ethics, including confidentiality.	✱	✓
c. Develop qualities and skills needed for employability and job success.	✱	
d. Maintain acceptable employee behaviors.	✱	✓
e. Identify career opportunities in intergenerational caregiving occupations.	✱	
f. Describe professional credentials. Example: Child Development Associate (CDA)	✱	
g. Explain career advancement procedures.		✱
h. Explain the rights and responsibilities of employers and employees.	✱	✓
i. Identify quality resources for the caregiving profession.		✱
j. Explain current issues and legislation relating to child care, elder care, and adult dependent care.		✱
k. Identify organizations concerned with quality care for children and quality adult care services.		✱
II. Policies and Standards for Child and Adult Services		
a. Identify types of settings related to child and adult services.	✱	
b. Explain program goals, policies, and procedures.	✱	
c. Describe licensing standards for the facility.		✱
d. Identify major tasks to be listed on the facility maintenance calendar.		✱
e. Identify occupational health and safety practices.	✱	
f. Demonstrate occupational health and safety practices.	✱	✓

III. Management	Intergenerational Professions I	Intergenerational Professions II
a. Identify the roles and functions of business management.	*	
b. Communicate effectively on the job. (Orally and in writing)	*	
c. Display an attitude of concern for time and energy efficiency, productivity, and quality of work.	*	✓
d. Apply required methods and sequences when performing tasks.	✓	*
e. Follow housekeeping and maintenance procedures in the care setting.	*	✓
f. Assist with management procedures in the care setting.		*
g. Follow procedures for records maintenance in the care facility.	✓	*
h. Follow procedures for managing supplies and equipment.	✓	*
i. Plan daily schedule for the care facility.		*
j. Implement daily schedule for the care facility.	✓	*
k. Report needs of individuals to the appropriate administrator or supervisor.	*	✓
IV. Growth and Development Across the Life Span		
a. Describe appropriate life span development stages.	*	✓
b. Explain principles of growth and development.	*	
c. Describe factors affecting the growth and development of children.	*	
d. Recognize developmental needs and differences in children of various ages.		*
e. Describe the emotional, physical, psychological, cultural, and social needs of dependent adults.	*	✓
f. Identify special needs conditions.	*	✓
g. Describe common medical conditions.	*	
h. Describe procedures for meeting the special needs of each individual.		*

	Intergenerational Professions I	Intergenerational Professions II
i. Identify strengths of individuals in the care setting.		*
j. Explain the role of the caregiver in dealing with death and dying.		*
k. Explain the grief process.		*
V. Health, Nutrition, and Safety		
a. Apply principles for maintaining a safe and healthy environment.	*	
b. Perform screening and other health assessment techniques.		*
c. Maintain accurate and accessible client health records.	*	
d. Recognize symptoms of common illnesses and communicable diseases.	*	
e. Follow communicable disease guidelines.	*	✓
f. Maintain personal health.	*	✓
g. Follow procedures for handling sick individuals.	*	
h. Direct appropriate rest procedures.		*
i. Maintain a sanitary environment.	*	
j. Apply first-aid procedures.	*	✓
k. Maintain CPR certification.	*	✓
l. Demonstrate emergency and evacuation procedures.	*	
m. Identify abuse and neglect indicators.	*	
n. Report signs of abuse and neglect to appropriate administrators.	*	✓
o. Identify basic nutrition principles.	*	
p. Describe nutritional needs throughout the life cycle.	*	
q. Provide assistance in preparing nutritional meals and snacks.	*	

	Intergenerational Professions I	Intergenerational Professions II
r. Follow appropriate procedures in reporting accidents.	*	✓
s. Explain the role of the caregiver in caring for the terminally ill.		*
t. Perform routine daily health check.		*
u. Practice personal sanitation procedures.	*	✓
v. Promote wellness through planning, initiating, and directing exercise and fitness activities.		*
w. Identify lifestyle activities that enhance and promote health and well-being.	*	
x. Promote lifestyle activities that enhance and promote health and well-being.		*
VI. Assessment and Guidance		
a. Demonstrate observational skills.	*	
b. Record health-related information.		*
c. Record developmental milestones.		*
d. Observe procedures for recording intake/output. (Liquids and solids)	*	
e. Identify developmentally-appropriate behavioral expectations.	*	
f. Identify developmentally-appropriate activities.	*	
g. Recognize developmentally-appropriate equipment.	*	
h. Demonstrate techniques to assist individuals in developing acceptable behavior patterns.		*
i. Identify guidance strategies for promoting positive behavior.	*	
j. Describe positive guidance strategies for dealing with problem behavior.		*
k. Implement positive guidance strategies.		*
l. Follow guidelines for assisting individuals with routine activities.		*
m. Practice effective communication skills with individuals. (Oral and written)	*	*

VII. Program Planning and Implementation	Intergenerational Professions I	Intergenerational Professions II
a. Conduct program orientation for individuals and their families and/or guardians.		✱
b. Apply program management and planning techniques.		✱
c. Select developmentally-appropriate activities.		✱
d. Implement developmentally-appropriate activities.	✓	✱
e. Provide individual and group activity assistance.	✱	✓
f. Provide social and recreational activity assistance.	✱	✓
g. Identify appropriate teaching methods and skills.	✱	
h. Demonstrate appropriate teaching methods and skills.		✱
i. Apply appropriate techniques for working with individuals with special needs.		✱
j. Use developmentally-appropriate equipment.		✱
k. Identify activities that promote intergenerational interactions.	✱	
l. Plan activities that promote intergenerational interactions.		✱
VIII. Personal Care		
a. Describe the benefits of maintaining good personal hygiene.	✱	
b. Assist individuals with special needs with personal hygiene maintenance.		✱
c. Describe the rules of body mechanics to be used when working with the elderly or others with special needs.	✱	
d. Demonstrate appropriate transfer techniques with individuals with special needs.	✱	✓
e. Describe toilet training strategies.	✓	✱
f. Provide assistance with activities of daily living. (ADL)		✱

	Intergenerational Professions I	Intergenerational Professions II
g. Provide assistance with instrumental activities of daily living. (IADL)		*
h. Describe methods to assist individuals with toileting and diapering.	*	
i. Describe methods to assist individuals with bathing.	*	
j. Describe methods to assist individuals with dressing.	*	
k. Assist individuals with eating.	*	
l. Describe methods to assist individuals with oral and dental care.	*	
m. Document information on daily routines.	*	
IX: Family and Community Support Systems		
a. Describe the role of the caregiver as a member of the family assistance team.	*	
b. List guidelines for communicating effectively with parents, family members, and/or guardians.	*	
c. Demonstrate communication skills that foster effective caregiver/family relationships.		*
d. Explain the relationship between the Department of Human Services and dependent care facilities.	*	
e. Identify agencies and organizations which provide assistance to children, elders, dependent adults, and their families.		*

NOTES:

Sample Teaching Strategies

COMPETENCIES

I b. ***Demonstrate appropriate workplace ethics, including confidentiality.***

Resources: Chapters 1, 2, 23
Child Care and Guidance, Management, and Services Reference Book

Chapter 4
Services for the Elderly Reference Book

Language Arts

SCANS: Thinking Skills
F. Reasoning/Critical Thinking

TEACHING STRATEGIES

I b: 1 Distribute index cards to students and ask them to write a definition of the term *ethics*. Collect the cards and read them to the class. While you are reading, ask one student to write on a transparency words or phrases from the cards that can be used to arrive at a class definition of ethics. Teaching Aid 3, *Definition of Ethics,* gives a general definition of ethics and can be used as a transparency master or student handout.

I b: 2 Invite a child care center director, elder care facility administrator, or health care professional to speak to the class on workplace ethics and characteristics desired by persons hiring caregiving professionals. Prior to the presentation, have students formulate questions to ask the resource speaker.

I b: 3 Provide each student with a copy of Teaching Aid 4, *Code of Ethics.* Have students write a code of ethics that would apply to a future job they might have. The students should identify the job they are writing about. Be sure that a variety of intergenerational occupations are represented. Make students aware that they have exercised language arts skills during the activity. KEY QUESTIONS: What is a "Code of Ethics"? Why is a "Code of Ethics" important in an occupational setting?

I b: 4 Have students use encyclopedias and reference and resource materials to gather examples of ethical codes of conduct for various professions. Examples might include the Hippocratic Oath, the Declaration of Geneva, the American Home Economics Association Statement of Principles of Professional Practice, and the National Association for the Education of Young Children Code of Ethical Conduct and Statement of Commitment. Examples of codes of ethics are found in Appendix A, *Codes of Ethics*, located in the back of the book. Lead a class discussion on applying these "Codes of Ethics" in the workplace. KEY QUESTIONS: What is an example of an ethical conflict that might occur in child care or elder care settings? How might these conflicts be resolved? What are some other ethical issues that involve children and their parents? What are some ethical issues that involve elders and their family members? What ethical conflicts might arise involving the personnel in a caregiving setting?

I b: 5 Guide students in preparing a debate on one of the ethical issues discussed previously. The students should be given opportunities to debate the issue from a variety of viewpoints, such as those of the director of the care facility, the

COMPETENCIES	TEACHING STRATEGIES
	students prepare a fact sheet on ways to control costs in the child and adult care business.
Science **SCANS:** Technology A. Selects Technology B. Applies Technology to Task	III a: 6 As a class project, have students investigate computer applications that facilitate business management and decision making. Students may interview parents, friends, business persons, or computer teachers who use such programs. Arrange for a school or business computer specialist to demonstrate management software. Note that advances in science and technology provide powerful management tools. KEY QUESTIONS: What business management computer software is available? How do the types of software compare? Which software appears to be most useful? Would using the computer applications simplify the business management process? Why?
III b. Communicate effectively on the job. (Orally and in writing.) **Resources:** Chapters 2, 4, 10, 21, 23 *Child Care and Guidance, Management, and Services Reference Book* Chapters 4, 33 *Services for the Elderly Reference Book*	III b: 1 Write on the board the question, "What is communication?" Have students write their own definitions of the term ***communication***. Lead a class discussion on the definition of communication, encouraging students to share their definitions with the class. Explain that communication is a two-way process involving exchanging messages and understanding between two or more persons. KEY QUESTIONS: How are the definitions of communication different? What reasons might explain the differences? What role does communication play in an intergenerational care program? Display a transparency of Teaching Aid 24, *Management and Communication,* to illustrate the relationship of communication to all the other functions of management. Display a transparency of Teaching Aid 25, *Improving Your Communication Skills,* and continue the class discussion on the importance of positive interactions among staff members in a child care or adult facility. CRITICAL QUESTION: What conclusions can be drawn about the relationship of effective communication to effective management?
Language Arts **SCANS:** Interpersonal A. Participates as a Member of a Team	III b: 2 Use copies of Teaching Aid 26, *Communication Activity—Geometric Designs,* in this activity. Divide the class into pairs and have them sit with their backs to one another. Give Partner A a copy of Figure #1. Partner A is to give instructions to Partner B on how to draw Figure #1 on paper without Partner B looking at the drawing of Figure #1. Partner B may not ask any questions, and Partner A should not see what Partner B draws. Repeat the activity with Figure #2, but have the partners exchange roles. During the second phase of the exercise, the partners may face each

COMPETENCIES

V. Health, Nutrition, and Safety

V a. Apply principles for maintaining a safe and healthy environment.

Resources: Chapters 6, 7, 8, 9
Child Care and Guidance, Management, and Services Reference Book

Chapters 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 20, 21, 30
Services for the Elderly Reference Book

Science

Language Arts

SCANS: Thinking Skills
B. Decision Making
D. Seeing Things in the Mind's Eye

TEACHING STRATEGIES

[illegible]

V a: 1 Invite a guest speaker from a local child care center or state child care licensing agency to discuss minimum fire, sanitation, and safety standards for child care centers. Divide the class into three groups. Provide students with copies of the *Minimum Standards for Day Care Centers* and the *Minimum Standards for Kindergartens and Nursery Schools* published by the Texas Department of Human Services. Have groups of students identify, evaluate, and write reports on the standards that provide for the fire, sanitation, and safety standards for child care centers. Have the groups illustrate the report and present the illustrated report to the class.

V a: 2 Give the students copies of Teaching Aid 49, *Playground Equipment Hazards*, from the *Child Care and Guidance, Management, and Services Curriculum Guide* to assist them in a study of playground safety. Lead a class discussion on the illustrated hazards as identified by the Consumer Products Safety Commission. Explain that the commission has identified asphalt and concrete as unsuitable protection against the impact of falls on the playground. Loose fill materials such as pea gravel, sand, shredded bark, or wood chips (at least 8 to 16 inches deep) are preferable. Ask the students to describe playground equipment hazards they have observed. Assign groups of two or three students to prepare a brochure or poster for child care facilities concerning playground safety recommendations. Have the students identify playground safety hazards, give reasons for the concern about the hazards, and suggest changes that need to be implemented. Discuss with students how science concepts are related to safety.

V a: 3 Divide the class into groups of three students. Have the students design a booklet which would appeal to children between the ages of four and six that teaches child care center safety. Use Teaching Aid 49, *Child Care Center Safety Design Challenge*, to assist students with the assignment. Provide students with *Minimum Standards for Day Care Centers* and *Minimum Standards for Kindergartens and Nursery Schools* published by the Texas Department of Human Services. Use Teaching Aid 39, *Group Worksheet*, to help students plan and evaluate the group assignment. Set the deadline for completion and have each group present the safety project orally to the class. If possible, invite pre-

COMPETENCIES

Social Studies

SCANS: Personal Qualities
C. Sociability

SCANS: Interpersonal
F. Works with Diversity

TEACHING STRATEGIES

VII a: 5 Lead students in developing an understanding of the problems encountered by children and elders with varied cultural backgrounds as they enter child care and elder environments. Invite an exchange student or foreign student to share with the class her or his experiences in adjusting to a new language, culture, and environment. Have students prepare questions for the guest resource person in advance. Remind students that a study of cultural characteristics is a study in anthropology, a part of social studies.

VII a: 6 Lead a class discussion on the sensory perceptions of older persons as they encounter a new environment such as a senior citizens center, adult activity center, or an elder care facility. KEY QUESTIONS: Why is it important to consider sensory perceptions of older adults in different settings? What would you expect an older adult to notice in a new environment? What factors would be important to consider in planning a program orientation for older adults?

VII a: 7 Using the information gathered from the discussions and activities on this topic, have students compose guidelines for program orientation in child and adult facilities. Display Teaching Aid 131, *The Composing Process*, to assist students in composing the guidelines and preparing their documents for sharing with facilities in the local community.

VII b. Apply program management and planning techniques.

Resources: Chapters 10, 15, 24
Child Care and Guidance, Management, and Services Reference Book

Language Arts

SCANS: Basic Skills
B. Writing

SCANS: Thinking Skills
F. Reasoning/Critical Thinking

VII b: 1 Have students read Chapter 24, Curriculum Management, in the *Child Care and Guidance, Management, and Services Reference Book*. Have students define the term ***curriculum*** in their own words and share their definitions with the class. Compose a class definition. KEY QUESTIONS: What are some differences in curriculum between child care centers? What is the basis of the curriculum? Who determines what the curriculum will be? What is involved in curriculum management?

VII b: 2 Have students study the charts related to the instructional and discovery models in Chapter 24, Curriculum Management, in the *Child Care and Guidance, Management, and Services Reference Book.* Guide students to employ language arts skills in reading and interpreting the models. Arrange for students to observe a Head Start program or a child care center that uses the instructional model and a child care center that uses the discovery model. Instruct students to write a paper comparing and contrasting the two general

COMPETENCIES	TEACHING STRATEGIES
SCANS: Interpersonal A. Participates as a Member of a Team B. Teaches Others New Skills	following: • Group 1: Demonstrate the proper procedure for lifting a heavy box, and describe the rules for body mechanics when lifting • Group 2: Demonstrate the proper method of moving a heavy object, and describe the rules for body mechanics when moving a heavy object. • Group 3: Demonstrate and describe the correct procedure for moving an elderly individual to the near side of a bed. (Use a table as a bed if one is not available.) Provide instructions for encouraging individuals to develop self-help skills. • Group 4: Demonstrate and describe the proper body mechanics for helping an individual sit up and lie down, including the safety points a caregiver should remember. Refer to Chapter 26, Body Mechanics, in the *Services for the Elderly Reference Book*, for additional information. Ask the groups to present their demonstrations to the class. Following the demonstrations, have students return to their "home base" groups and teach their home base group the procedures that they learned in the "number group." This process allows every student an opportunity to learn and practice all of the procedures.
VIII d. Demonstrate appropriate transfer techniques with individuals with special needs. **Resources:** Chapter 26 *Services for the Elderly Reference Book*	VIII d: 1 Use information about appropriate body mechanics and appropriate transfer methods to use when lifting and transferring a child found in the *American Red Cross Standard First Aid and Personal Safety* book to assist with the class discussion. Emphasize the following guidelines to use when lifting and transferring children: • Use appropriate body mechanics when lifting and transferring a child. • Be considerate of the extra time it might take to get tasks done, and let the child with special needs set the pace. • Offer assistance if asked, or if the need seems obvious, but don't overdo it or insist on it. Respect the child's right to indicate the kind of help needed and appreciate what the child *can* do! Have students use a doll manikin to practice the precautions to take when lifting and transferring a child. Practice movements such as moving a child from a chair to a wheelchair, from a bed to the floor, from the floor into the arms, from the toilet to a wheelchair, from a highchair to the arms, and from the car to a wheelchair.

NOTES:

Sample Teaching Aids

Case Study:
Emergency Evacuation Procedures

Juanita is the director of an adult care center. Each day, approximately 50 dependent adults spend the day at her center while their family caregivers work or take care of personal business. Some of the adults attend the care center because spending each day at home alone is lonely and depressing. Many of the elders are widows or widowers and enjoy the activities and outings that Juanita plans for them each week. Some of the adults have medical conditions or impairments that prohibit them from living independently. One of the adults has cerebral palsy and is restricted to a wheelchair, and several others have Alzheimer's or physical impairments.

One afternoon, during the rest period, a fire breaks out in the kitchen. Juanita and her staff are alerted and are responsible for evacuating the building.

1. In detail, describe and outline the procedures Juanita and her staff should follow to safely evacuate the building.
2. Compare and contrast the evacuation procedures for Juanita's care center with that of a child care center.
3. What dangers and risks are involved?
4. What should Juanita and her staff do to ensure that everyone remain calm throughout the evacuation procedures?
5. After the evacuation is complete, describe the schedule and procedures Juanita should implement for the remainder of the day.

Create a Child Care Business

1. Philosophy/Objectives/Goals:

2. Age group:

3. Teacher/Child Ratio:

4. Days:

5. Hours:

6. Developmentally-appropriate Activities:

7. Guidance Techniques:

8. Nutritional Goals:

9. Cost:

10. Toys:

11. Parent/Teacher Communications:

12. Programs for Children with Special Needs:

Human Services

✓ abuse and neglect
✓ adoption
✓ adult protective services
✓ advocacy
✓ AIDS information and services
✓ alcoholism and drug abuse education, prevention, treatment
✓ artistic, cultural, and enrichment opportunities
✓ birth/death certificates
✓ visually impaired
✓ blood, organ, and tissue services
✓ burial/death
✓ child support
✓ children/adolescent/youth services
✓ civil rights/minority services
✓ clothing/furnishings/household items distribution
✓ communicable disease control
✓ conflict/dispute resolution, mediation
✓ consumer services
✓ counseling
✓ crime prevention
✓ crisis intervention/suicide prevention
✓ hearing impaired services
✓ dental
✓ disabled services
✓ disaster services/emergency planning
✓ economic/business development
✓ education
✓ emergency services
✓ employment
✓ environmental services
✓ financial assistance
✓ food
✓ group homes-adults or children
✓ health
✓ disease control
✓ homeless services
✓ hospice care/services for terminally ill
✓ hospitals
✓ housing
✓ immigration
✓ information and referral
✓ legal assistance
✓ libraries
✓ Medicaid
✓ Medicare
✓ outpatient clinics
✓ prescriptions
✓ senior citizens services
✓ support groups
✓ transportation
✓ unemployment insurance
✓ veterans' services
✓ victim assistance
✓ volunteer services
✓ voter information/services
✓ workers compensation
✓ youth services

The Composing Process

Prewrite and Plan

√ Choose a topic.
√ Define the purpose.
√ Target an audience.
√ Gather information.
√ Organize information.

Write a First Draft

√ Write to get topical ideas down on paper.
√ Remember the purpose and audience.
√ Do not concentrate yet on mechanics.

Revise

√ Refine the content.
√ Focus on organization of ideas.

Edit

√ Proofread for mechanics and grammar.
√ Evaluate the following:
  - organization
  - topic development
  - use of appropriate transition
  - clarity of language
  - word and sentence variety

Publish

√ Share the product with an audience in a variety of ways.

Writing Checklist

Date ______________________ Writer ______________________ Evaluator(s) ______________________

Title of Composition ______________________ First Draft ____________ Revision ________ Final Product ____________

Area Evaluated	Rating***	Comments
Topic Is the topic interesting? Is the topic thoroughly researched? Is the topic well developed? Are sufficient sources used?		
Content Are ideas well organized? Does the composition exhibit unity? Is language clear? Are a variety of word and sentence structures used?		
Purpose Is the purpose clear? Does the writing accomplish the purpose? Do language choices convey tone and mood?		
Audience Is the language and form suited to intended audience? Will the composition hold the attention of the audience?		
Mechanics Is correct punctuation used? Is spelling correct? Are parts of speech used correctly?		
Form Are paragraphs indented properly? Are margins appropriate? Is writing legible?		

*** Rating Scale 5-1: 5 — excellent; no revision suggested 3 — satisfactory; revisions could improve 1 — still needs major revisions

NOTES:

RESOURCES and MATERIALS

for the Intergenerational Professions Program

The following is a list of suggested resources and materials which may be beneficial in teaching the Intergenerational Professions course. These ***are not*** required materials for teaching the course, only suggestions.

To the Teacher

Appendix H, *Resources and Materials for the Intergenerational Professions Program,* provides a list of suggested resources and materials which may be beneficial in teaching the Intergenerational Professions course. The document is organized into four categories

- Curriculum Materials,
- Resources,
- Contacts and Facilities, and
- Equipment and Supplies.

Curriculum Materials include the curriculum guides, reference books, additional curriculum materials, and audio-visual aids which enhance course instruction. The other categories include suggested resources and materials which might be helpful in teaching the Intergenerational Professions course. However, the resources and materials listed are only suggestions and ***are not*** required for teaching the course.

CURRICULUM MATERIALS

All of the following materials listed are available from the:

Home Economics Curriculum Center
Box 41161
Texas Tech University
Lubbock, TX 79409-1161
(806)742-3029

* The HECC catalog offers a brief description of each item as well as listing additional materials which may be helpful in teaching this course.

The following materials are recommended for use with the Intergenerational Professions Course. The materials include curriculum guides for the teacher and student reference books to be used as a resource for the student and teacher.

☐ ***Intergenerational Professions Instructional Guide***

- This competency-based curriculum prepares secondary students for employment in child and adult care and services occupations and addresses emerging occupations in intergenerational caregiving environments. The *Intergenerational Professions Instructional Guide* format identifies teaching strategies which integrate academic skills in the areas of mathematics, science, language arts, and social studies and provides students with opportunities to master the SCANS competencies and foundation skills.

☐ **Accompanying Materials for the *Intergenerational Professions Instructional Guide***

- *Child Care and Guidance, Management, and Services Curriculum Guide*
- *Child Care and Guidance, Management, and Services Reference Book*
- *Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules*
- *Services for the Elderly Curriculum Guide*
- *Services for the Elderly Reference Book*

The following list includes additional curriculum materials and audio-visual aids that have been specifically addressed in the *Intergenerational Professions Instructional Guide*, *Child Care and Guidance, Management, and Services Curriculum Guide*, and *Services for the Elderly Curriculum Guide*. Although these enhance the recommended materials, they are supplementary and ***are not*** required for teaching the course.

☐ **Additional Curriculum Materials**

- *Essentials for Success: Based on the Common Essential Elements*
- *Skills For Life Teacher's Resource Materials*
- *Child Care and Guidance, Management, and Services Activity Book*
- *Services for the Elderly Activity Book*
- *STAR EVENT Guidebook*
- Y.E.S. (Youth Exchanging with Seniors) Materials

☐ **Videotapes**

■ **Child Development**

- *Infancy: The Beginning*
- *Enter Toddling*
- *Terrific Twos*
- *Threes on the Threshold*
- *Fun to be Four*
- *Now I'm Five*

- *The Child Care Worker: A Recipe for Success*
- *Children At Work*
- *Creating Environments for Learning & Play*
- *Goal Setting for Early Childhood: A Partnership in Action*
- *How Do I Tell You I Like You*
- *Let's Talk: A Caregiver's Guide to Communication*
- *Safe and Sound*
- *Schedules & Routines: Why Bother?*
- *The School-Age Connection*
- *Special People, Special Needs*
- *Watch Me Grow*
- *Working With Families and Children: Career Opportunities*

■ **Career Skills**

- *Are You Listening?*
- *Careers: The Right Fit*
- *Practice Interviewing II*

RESOURCES

The following pages include a list of resources which may be beneficial in teaching the Intergenerational Professions course. This list should not be considered an inclusive list, and these resources ***are not*** required for teaching the course, only suggested. This list is current as of January, 1994; however, titles can change and additional materials may be available. It is suggested that the agency or organization be contacted to obtain a current catalog or listing of resources.

ADMINISTRATION ON AGING
Department of Health and Human Services
330 Independence Avenue, S.W.
Washington, D.C. 20201

AMERICAN ASSOCIATION OF RETIRED PERSONS (AARP)
601 E. Street, N.W.
Washington, D.C. 20049

AARP FULFILLMENT CENTER
601 E Street N.W.
Washington, D.C. 20049
(202) 434-2277

- Pamphlets available, first ten are free.

AARP PROGRAM SCHEDULING OFFICE
AARP Program Resources Department/BK
1909 K Street N.W.
Washington, D.C. 20049

- Request for videotapes must be made 60 days prior to presentation date. The audiovisual library must have a signed statement of responsibility on file before processing orders.

AMERICAN CANCER SOCIETY

- Contact a local chapter of the American Cancer Society for information on receiving the free videotape, *Wellness Is Ageless*, from the Texas Association of the American Cancer Society. Also, ask about other resources which may be beneficial to this particular subject.

AMERICAN HEART ASSOCIATION, TEXAS AFFILIATE, INC.
P.O. Box 15186
Austin, TX 78761
(512) 836-7220

AMERICAN LUNG ASSOCIATION
1740 Broadway
New York, NY 10019

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AMERICAN RED CROSS
- Contact the local or regional American Red Cross office for books, posters, and pamphlets.

AMERICAN SOCIETY ON AGING
833 Market Street, Suite 516
San Francisco, CA 94103
(415) 543-2617

ASSOCIATION OF CHILDHOOD EDUCATION INTERNATIONAL
11141 Georgia Avenue
Wheaton, MD 20902

CAREER BOOKS
- The following books will provide information for career exploration. To locate these books, contact your school librarian or local book store.
  - ☐ *Career Information Center* (13 volumes)
  - ☐ *The Dictionary of Occupational Titles*
  - ☐ *Encyclopedia of Careers and Vocational Guidance*
  - ☐ *Occupational Outlook Handbook*
  - ☐ *Opportunities in Gerontology Careers*

CHILDREN'S DEFENSE FUND
122 C Street, N.W.
Washington, D.C. 20001

CHILD WELFARE LEAGUE OF AMERICA, INC.
440 First Street, N.W.
Suite 310
Washington, D.C. 20001-2085
(202) 942-0308

CENTER FOR UNDERSTANDING AGING
P.O. Box 246
Southington, CT 06489

THE COUNCIL FOR EARLY CHILDHOOD PROFESSIONAL RECOGNITION
Child Development Associate National Credentialing Program
1341 G Street, N.W.
Suite 400
Washington, D.C. 20005-3105
(800) 424-4310 Fax: (202) 265-9161
- Organization that disseminates publications on child development associate credentialing.

FOOD AND DRUG ADMINISTRATION
Denver Federal Center, Bldg. 20
P.O. Box 25087
Denver, CO 80225-0087
(303) 236-3000

THE GERONTOLOGICAL SOCIETY OF AMERICA (GSA)
1275 K Street, N.W.
Suite 350
Washington, D.C. 20005-4006
(202) 842-1275

GENERATIONS TOGETHER
University Center for Social and Urban Research
University of Pittsburgh
121 University Place, Suite 300
Pittsburgh, PA 15260-5907
(412) 648-4810   Fax: (412) 648-7150

GENERATIONS UNITED
c/o Child Welfare League of America
440 First Street, N.W.
Suite 310
Washington, D.C. 20001-2085
* A coalition of over 100 national organizations on intergenerational issues and programs.

HEAD START
Department of Health and Human Services
Administration for Children and Families
Head Start Bureau
330 C Street, S.W.
Washington, D.C. 20201

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)
1509 16th Street, N.W.
Washington, D.C. 20036-1426
(800) 424-2460 or (202) 232-8777
Fax: (202) 328-1846
* Offers books, pamphlets, and videos covering topics such as:
  - accreditation
  - curriculum for pre-school, kindergarten, and primary
  - developmentally appropriate practices in preschool and primary
  - discipline
  - early childhood professions
  - parenting
  - infants and toddlers
  - multicultural education
  - physical environments

- play
- programs and schools
- quality, compensation, and affordability
- teachers and caregivers

NATIONAL BLACK CHILD DEVELOPMENT INSTITUTE
1023 15th Street, N.W.
Suite 600
Washington, D.C. 20005

THE NATIONAL COUNCIL ON THE AGING (NCOA)
National Institute on Adult Daycare (NIAD — a part of NCOA)
600 Maryland Avenue, S.W.
West Wing 100
Washington, D.C. 20024
(203) 479-1200

NATIONAL INSTITUTE ON AGING INFORMATION CENTER
P.O. Box 8057
Gaithersburg, MD 20898-8057

NATIONAL RESOURCE CENTER ON MINORITY AGING POPULATIONS
San Diego State University Center on Aging
College of Health and Human Services
San Diego, CA 92182-0273
(619) 594-6765

NATIONAL SAFETY COUNCIL
P.O. Box 558
Itasca, IL 60143-0558
(708) 285-1121
* Pamphlets are available that address safety concerning children and elders.

PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS
701 Pennsylvania Avenue, N.W.
Suite 250
Washington, D.C. 20004
(202) 272-3421

RETIRED SENIOR VOLUNTEER PROGRAM (RSVP)
ACTION
806 Connecticut Avenue, N.W.
Washington, D.C. 20525
(800) 424-2284

TEXAS AGRICULTURAL EXTENSION SERVICE
- Contact local Texas Agricultural Extension Service for pamphlets and videotapes.

TEXAS DEPARTMENT OF HEALTH AUDIOVISUAL LIBRARY
1100 West 49th Street
Austin, TX 78756
(512) 458-7260
- Allow 10 days notice in writing for videotapes.

TEXAS DEPARTMENT OF HEALTH AND MENTAL RETARDATION
c/o Community Relations — TXMHMR
P.O. Box 12668
Austin, TX 78711
(512) 465-4540
- Single copies of pamphlets are free; small fee for additional copies.

TEXAS DEPARTMENT OF HUMAN SERVICES
- Contact the local or regional office of the Department of Human Services for booklets, general information, and minimum standards for care facilities.

TEXAS DEPARTMENT ON AGING
P.O. Box 12786
Austin, TX 78711
(512) 444-2727 or (800) 252-9240

CONTACTS and FACILITIES

The following is a list of agencies and facilities which might be utilized for training sites, resources, learning activities, and observations for an intergenerational program.

☐ **Child Care Centers ***

☐ **Adult Care Centers ***

☐ **Adult Facilities (forexample, Senior Citizens Centers) ***

☐ **Intergenerational Care Centers ***

☐ **Community agencies and resources that provide services for children, the elderly, or both**

☐ **A network of community resource professionals relating to adult or child care areas**

* It is important to investigate each agency and facility before incorporating it into the intergenerational program. Factors to consider include the following:

✓ provides developmentally-appropriate activities
✓ provides a pleasant atmosphere for people and staff
✓ has a trained staff
✓ is licensed
✓ follows health and safety regulations
✓ has a convenient location

EQUIPMENT and SUPPLIES

The following is a list of equipment and supplies a teacher might select as classroom teaching aids to enhance learning activities.

☐ **Equipment**
- walker with wheels
- walker without wheels
- crutches
- temperature thermometer
- digital ear thermometer
- variety of walking canes
- wheelchair

☐ **Recreation**
- children's music books
- children's game books
- music books for the elderly
- game books for the elderly
- social and recreational activity books for the elderly

☐ **Samples**
- a variety of record forms from child and adult care centers
- sample schedules from several adult and child care businesses or centers
- policies from several child care and adult care businesses or centers
- a variety of job applications

☐ **Miscellaneous**
- wooden blocks
- puzzles
- food models
- catalogs containing pictures, descriptions, and current prices of equipment for child care or elder facilities
- an assortment of catalogs featuring equipment for various needs and ages
- books for planning nutritious meals and snacks for children and the elderly
- video cassette recorder
- adaptive eating equipment
- appropriate exercise videos for children and elders
- articles from newspapers and magazines that relate to accidents or emergencies involving children or elders
- newspaper articles about recent accidents in homes or in the community